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Junior Colleges and Total War

[EDITORIAL]

IT WAS STATED at the recent National Institute on Education and the War, held in Washington, D. C., that as yet we in America do not know what total war is. We talk glibly about it; we know we ought to be in it, but as yet we are not. In total war there are no civilians. Total war means the mobilization of total resources—human and material. Total war means that we are all comrades in the struggle and there must be equality of sacrifice on the part of all.

Among the potential resources of America in this total war program the junior college occupies a position of tremendous possibilities. But like others we too have been slow to awaken from our lethargy. At the present moment, however, the country is in peril and we dare not delay longer.

Military experts openly stated on the floor of the Institute that we are not now winning the war and that we cannot hope to win if present conditions continue. They further stated that we are not losing the war because of a lack of apparatus. There is no dearth of the mechanics of warfare. What is lacking is trained man-power and this is the stock-in-trade of the junior college. It is especially incumbent upon us, therefore, that we cast everything aside but the war and enlist for the duration.

In answering our country's call the junior colleges face a difficult task which is almost in the nature of a dilemma. In order to win the war we must reduce the period of training to get men into the service at the earliest possible date; in order to win the peace we must prepare a generation with social vision and idealism and this requires time. How we can accomplish this two-fold task will tax our wits to the utmost, but both ends must be accomplished. Time is of the essence in the present situation and yet we cannot accomplish our ends by a training in techniques divorced from spiritual values and insight. Ignorance and prejudice cannot fight a moral war.

In spite of the difficulties of the problem, however, there are certain very definite things the junior college can do in order to play its role in a program of total war. Let us list a few of them in this connection.

1. *Pre-induction training for enlisted men and those who will enlist in the future.* The best service can be rendered along this line by a cooperative plan worked out jointly by the military and educational leaders. The Army and Navy are the "center of gravity" for the training of our armed forces. They must say what type of training is needed and the colleges must devote their full resources to meeting those needs. It is not necessary, however, to await a completed plan before action. We know what branches of the service our students will enter and we are not totally ignorant as to the type of training needed. We know, for example, that we cannot train too thoroughly

in mathematics, physical science, and the fundamentals.

2. *Training workers for war industries and services.* A considerable start has been made along this line and much of this training has been federally subsidized. We are in a position to supply a steady flow of recruits to the war industries and agriculture.

3. *Increased emphasis on health and physical fitness.* Educators have given much lip service to health education but little in fact has been done about it. Physical education should be given daily to both men and women throughout the junior college and no one should be permitted to graduate without a basic course in health and safety education.

4. *First-aid instruction.* All students in the junior college should be encouraged to complete the elementary course of the Red Cross in first-aid.

5. *Training in consumer education and price control.* No price control program will work without popular understanding. Leon Henderson may fix ceilings but it will require popular knowledge and support to make them effective. Our students must know why there must be more production and less spending. They must learn to pay cash and make things last longer and buy less. They must concur in low reasonable profits for the business man, stabilized prices for farm products, and no wage increases. This is a hard lesson for most people to learn.

6. *Understanding the war issues.* Let us give to our students a crusader's faith in American democracy.

7. *Understanding the issues of reconstruction.* We shall still lose the war if after achieving victory on the battle front we do not know what to do with the peace. We must not be caught unprepared for the peace as we were in the last war.

8. *Short-unit courses of from six weeks to a year in length to prepare for specific war jobs.* Said Goldthwaite H. Dorr of the War Department at the Washington Institute: "The college program of the duration will be one of specialized training. This will be crowded into a short period. The college boys of this period will not graduate." It was pointed out that the training which the Army needs is often non-academic, vocational, and sub-collegiate in character. We must give the Army what it asks at all costs.

9. *Inculcation of morale.* Morale in a democracy never rises above understanding. The junior colleges can become the most powerful dynamics of wartime morale.

10. *Nursery and recreation centers.* These can be set up and operated by the junior college in communities where they are not already established.

11. *Respect for the contributions and sacri-*

fices of our allies. We must put a stop to the knocking of our allies.

12. *Emphasis on community education.* As the top-most unit of the public school system the junior college should become the educational and cultural center of the entire community. This contact should be capitalized for the duration exclusively in better preparing the entire population for war service and understanding.

13. *Giving all courses a bent toward war needs.* Regular academic and vocational courses can all be given a war connection. We must qualify students for the war effort rather than have them conform to patterns of course requirements, units, and credits.

14. *Organization of short community institutes.* Short community institutes of from one to six weeks in length providing training for fire fighting, first aid, nursing, nutrition, issues of the war, Red Cross service, and many other types can be organized and administered under the auspices of the junior college.

15. *Organization of speakers bureau.* Junior college students as well as faculty members are excellent speakers. An extensive program of community education on the war can be accomplished by addresses to luncheon clubs and other civic bodies.

16. *Gathering scrap for war industries.* William L. Bott, Vice-chairman of the War Production Board, told the delegates to the Washington Institute that "Scrap will win the war but it will not be picked up without a campaign." Here is a menial but significant service for junior college student bodies.

17. *Organization for physical safety of students and school plant in case of air raids.* The danger is great in certain parts of the country and there can be no complacency. It would be criminal negligence not to prepare by college organization for a possible war disaster.

There has been no thought in making the above suggestions of exhausting the possibilities of junior college contributions to the total war effort. The list can and has been greatly extended in many institutions. Each junior college must meet the demands in its own way in the light of its peculiar conditions. But one thing is certain for us all—we must enlist the college in the program of total war. Nothing else matters now. Patterns, prerequisites, requirements for graduation, units of credits, and a host of other standardized rules and proced-

ures must be thrown away. It is the patriotic duty of junior college faculty members to remain on the job. We shall be promptly informed by our efficient Executive Secretary, Dr. Walter C. Eells, of new developments in the war situation as they concern the junior college. There is but one question now—"How can our junior college make its maximum contribution to the total war effort?"

This question must be faced without delay. We cannot and need not wait for government orders. We must seize the initiative. Guided by our intelligence and our patriotism we shall make no serious mistakes. There is no guarantee that our students will remain in college for any particular length of time. We may find it necessary to reorganize after college opens. The program must be kept flexible. It may have to be carried out without subsidies. But in the midst of all the uncertainty one great fact stands out with unmistakable certainty—the junior college will not fold up in the present emergency. We shall consecrate our full resources to the winning of the war and to the championship of a program of social justice and equal opportunities for all in the happy but dangerous days of reconstruction.

JOHN W. HARBESON

The National Association of State Universities, the Association of Land-Grant Colleges and Universities, the Association of American Colleges, the American Association of Teachers Colleges, and the American Association of Junior Colleges, to mention only a few, are exceedingly important influences in the development of policy in higher education.—GEORGE F. ZOOK, in Annual Report as President of the American Council on Education.

CHANGE OF NAME

Harrison-Stone-Jackson Junior College, Perkinston, Mississippi, has changed its name to Perkinston Junior College. This action was taken by the Board of Trustees inasmuch as the school board of George County has joined the Harrison, Stone, and Jackson Counties in the operation of the junior college, and a four-county name would have become unwieldy. One new department and several courses have been added to the junior college: a department in college physics, and courses in calculus and in shop work including internal combustion engines, hot and cold metals, mechanical drawing, and general woodwork. The health and physical education departments have been strengthened.

In no branch of education in Mississippi is more effective work being done than that of our 12 junior colleges, supported by groups of counties with a moderate volume of state aid. Just now the work of these junior colleges is vitally important and should be given all possible encouragement and support by the legislature. It is possible to make the junior colleges primary training schools for both the armed and war industries. Already they have 20 types of instruction that fit into the war program, and with the \$100,000 increase of state aid they have asked, the efficiency of these courses can be greatly improved. Our entire system of education must be geared with the war machine and thoughtful leaders in the field of education are fully aware of this fact. In arranging their courses of study more fully to include training in basic, technical and semitechnical subjects, junior colleges have shown admirable foresight.—Editorial in *Jackson Daily News*, Mississippi.

Pennsylvania Junior Colleges and the War

ROY E. MORGAN

EVERYONE of Pennsylvania's 24 junior colleges has been affected in some measure at least by the war crisis and events since Pearl Harbor, according to the results of a survey of these institutions recently completed. This was certainly not to be unexpected, since the junior colleges in the Keystone State as well as throughout the other states of the Union are increasingly demonstrating their desire to serve the nation's cause in this time of emergency.

Adjustments in line with the war effort have been made in all two-year colleges in the Commonwealth. These range from additions to the extra-curricular activities program to rather sweeping curricular changes. Their war programs have been expanded to include civilian defense activities, first aid classes, CAA, military drill, vocational work, and engineering defense training. Particularly outstanding has been their contribution through the En-

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gineering, Science, and Management Defense Training program¹ sponsored by the U. S. Office of Education. Since January 1941, the junior colleges of the state alone have enrolled approximately 8,500 trainees in these fields.

Prevailing conditions have generally determined the adjustments made at individual institutions. At Hershey, for example, all industrial and vocational training is carried on at the Industrial School; therefore, the Junior College, rather than duplicating efforts in this field, has limited war activities to its extra-curricular program. The debating team has become a speakers' team and is available for engagements at civic clubs, churches, fire companies, and other organizations, where speakers discuss such topics as "Sabotage," "War Aims," and "The Peace We Should Win." Assembly programs emphasize American ideals and aspirations; a forum group has been organized to keep the members alert to war problems; the library is being used as a center for morale literature.

Curricular Adjustments

At the other extreme, however, is the Wyomissing Polytechnic Institute, where the preparatory junior college program has been dropped for the duration in favor of a complete concentration upon the vocational trade program. Although this is the only junior college in the state announcing such a radical curricular change, both Linden Hall and Wildcliff, two-year institutions for women, report increased emphasis on vocational terminal programs, consider-

¹ Hereinafter referred to as the ESMDT program.

ing specifically such terminal work as secretarial training, home economics, occupational therapy, and nurse's aide. The Junior College of York Collegiate Institute has already announced adoption of a terminal program in engineering technology.

Red Cross first aid work has become the major war responsibility at several schools. This is true particularly at women's colleges, such as Harcum, Ogontz, Penn Hall, Mount Aloysius, Wildcliff, and Washington Seminary. Other institutions have emphasized it, too, noticeably Messiah Bible College, St. John Kanty College, York Collegiate Institute, and Altoona Undergraduate Center of The Pennsylvania State College.

Civilian defense activities have been sponsored by practically all. Ogontz Junior College has even instituted a compulsory class in military drill and reports that one of the graduates is now drilling a volunteer women's auxiliary corps in Boston. Among the other wartime curricular additions have been courses in contemporary world affairs at Mount Aloysius, nutrition at Ogontz, and machine shop practice at Alliance College.

Naturally the contribution to the war effort of such an institution as Valley Forge Military Junior College is obvious. Last year 336 students at the academy enrolled for courses in military science and tactics, and at present 800 graduates of the institution are serving as officers in the Army of the United States. The academy has a Reserve Officers Training Corps unit and is cooperating in both the Navy V-1 and Army Enlisted Reserve programs.

Three junior colleges in the state were active in CAA last year, namely Scranton-Keystone, Williamsport Dickinson, and Bucknell University Junior

College. The latter had both primary and secondary courses with enrollments of 50 and 23, respectively. Even though the junior college department has now been discontinued at Harrisburg Academy-Junior College, two of the masters there during the past year gave courses in meteorology and navigation under the CAA program.

Defense Training

Since Pennsylvania is one of the leading industrial states in the Union, more than academic interest attaches to training programs conducted there within the past two years. It is in this respect that the Commonwealth's junior colleges have probably made their most considerable contribution to the nation's war program. No less than 10 of the junior colleges in the state have in the months since the early part of 1941 succeeded in training in their own quarters well over 6,000 students—young and old, men and women—to take their places in the industrial machine.

Pennsylvania's importance in the nation's industrial picture is readily discernible when one realizes that the state produces 10 per cent of the total value of products, employs 11 per cent of the wage earners, and houses 8 per cent of the industrial concerns². In any of these respects it is outranked only by New York, and these two states are far ahead of any other. In the war effort, Pennsylvania also is handling its share of contracts. According to the last more or less complete summary of direct orders for war materials supplied by the Army, Navy, Maritime Commission, etc., Pennsylvania stood fourth among the states supplying war products to the government, at that time producing 8 per cent of the total na-

²*Census of Manufacturers, 1937*, Department of Commerce, Bureau of Census.

tional war production³. In addition, the latest figures of the War Production Board reveal that the distribution of major defense contracts and allocations in the state from June 1940, through January 1942, totalled some \$2,503,-878,000⁴.

It was to supply workers for this massive production job that enlisted the training efforts of the state's junior colleges. Among the institutions participating in the ESMDT program have been Alliance College, Bucknell University Junior College, Scranton-Keystone Junior College, Williamsport Dickinson Seminary, Erie and Johnstown Centers of the University of Pittsburgh, and the four Undergraduate Centers of The Pennsylvania State College. Except for the Bucknell and University of Pittsburgh programs, the other seven were offered in cooperation with the extension services of Pennsylvania State College.

Large programs have been offered at both the Erie and Johnstown Centers of the University of Pittsburgh, but it seems quite probable that within the past year and a half the Undergraduate Centers of Pennsylvania State College have conducted one of the largest emergency training programs offered by any junior college organization in the country. During that time the four Undergraduate Centers have enrolled 3,422 individuals in 158 classes conducted in their own communities. In addition, they have also trained 2,541 students in 18 other communities located within their respective service areas.

Undergraduate Centers' Program

It was in January 1941, that the

Undergraduate Centers embarked on their first Engineering Defense Training program⁵. That program consisted for the most part of courses 216 hours in length, meeting three hours per night for three nights a week. It ran for approximately 25 weeks, ending in late June or early July 1941, depending upon the class starting date, holidays, absences, interruptions, etc.

This was followed by a 10-week, full-time day program in Introductory Engineering Subjects⁶ offered in the summer of 1941. The IES program, which ran from June to August of that year, was really a terminal program in engineering. This course included fundamental training in chemistry, physics, engineering drafting, mathematics, and mechanics. Weekly engineering orientation lectures were also given, and supervised study was a regularly scheduled portion of the program. It is evident that the curriculum included most of that technical training ordinarily given to first-year engineering students.

In the fall of '41 came the next program, identified as 4ESMDT. This was approximately 15 weeks in length, with courses set up on a 100-hour basis, meeting three and a half hours a night, two nights a week. Following the completion of those classes, the Centers entered on the 5ESMDT program, a similar course arrangement running from February to June 1942. At the time of writing, the 1942 IES and summer ESMDT programs are getting under way in the Centers, but since no figures on these are available as yet, the present article contains no further reference to them⁷.

⁵Hereinafter referred to as the EDT program.

⁶Hereinafter referred to as the IES program.

⁷Since this paper was written, the title of the government-financed program has been changed to Engineering, Science, and Management War Training.

³From figures supplied by the Department of Commerce, Commonwealth of Pennsylvania.

⁴*Pennsylvania, 1941 Defense Supplement, Report No. 10-State Data*, U. S. Information Service, Office of Government Reports, 1942.

Table I. SUMMARY OF ENROLLMENTS IN UNDERGRADUATE CENTERS DEFENSE TRAINING PROGRAM

By programs:	Courses	Classes	Number Enrolled	Completed
1EDT	22	35	830	356
2IES	20	50	172	138
3EDT ^a	1	1	18	14
4ESMDT	33	42	895	433
5ESMDT	50	70	1,507	814
<i>By centers:</i>				
Altoona	46	80	1,526	733
DuBois	18	19	279	151
Hazleton	31	50	787	387
Schuylkill	31	49	830	484
Totals	126	198	3,422	1,755

^aThis was a special night course running through the summer months.

Table I gives a summary of the war training program of the past 20 months in the four Centers. Those figures show that the latest program (5ESMDT) has been the largest of all and that the Altoona Undergraduate Center has had the heaviest enrollment, actually 45 per cent of the total. Completions for the entire program have averaged 51 per cent, the IES program ranking first with 80 per cent completions. Completions on the 5ESMDT program have been in general slightly higher than completions on the earlier part-time programs. Most of the drop-outs have been caused by the draft, longer working hours, changes in work shifts, job changes, and moving from one locality to another.

Courses Offered

It will be noticed that Table I indicates that a total of 126 courses have been offered on the various programs. Actually the number of different courses taught totals only 49, taking out all duplicates and considering the summer IES program as a single integrated course. The various courses, number of classes in each, enrollments, and completions are shown in Table II (p. 74). Of these courses 28 would be classed as engineering, 11 as management, and 10

as science. Drafting has been the most popular course judging by the enrollments, since 46 classes in elementary and advanced engineering drafting have attracted more than 1,100 enrollees. Other courses with heavy enrollments included Foundations of Engineering I, Accounting, Fundamentals of Electrical Engineering, Applied Mechanics, and Elements of Radio Communication.

The task of securing instructors for all classes was a difficult one; most of them were employed on a part-time basis from local communities, but for the summer IES program instructors from other institutions were secured for full-time employment. Table III shows sources of the 123 different instructors.

Table III. SOURCES OF INSTRUCTORS SECURED

	Number
From own faculty	25
From other faculties	24
From industry	58
From business, professional life, etc.	16
Total	123

Seventy-four, or approximately 60 per cent of the group, came directly into the classroom from industrial jobs closely related to the work they were teaching. For example, many of the accounting classes were taught by registered CPA's; drafting was taught by city engineers, architects, engineering draftsmen for

Table II. ENROLLMENTS AND COMPLETIONS IN WAR TRAINING COURSES

Course	Classes	Number Enrolled	Number Completed
Alternating Current Electricity	1	14	9
Applied Mechanics	5	84	43
Auditing	1	15	11
Chemistry of Engineering Materials I	1	16	8
Chemistry of Engineering Materials II	1	24	13
Corporation and Manufacturing Accounting I	8	169	94
Corporation and Manufacturing Accounting II	2	43	20
Drafting Practices	2	37	22
Elementary Accounting for Women	2	58	26
Elements of Radio Communication	4	78	33
Electric Meters and Measurements	1	21	16
Electric Power and Control Circuit Diagrams	1	11	9
Engineering Drawing I	35	862	378
Engineering Drawing II	11	248	148
Foundations of Engineering I	16	373	147
Foundations of Engineering II	3	53	18
Fuel Technology	2	46	18
Fuels Analysis	2	37	18
Fundamentals of Electrical Engineering	7	117	65
Industrial Electricity	1	9	7
Industrial Electronics	1	14	7
Industrial Psychology	1	25	19
Industrial Relations	1	49	37
Introductory Engineering Subjects (1941 Summer Program)	10	172	138
Machine Design I	2	41	18
Metallurgical Inspection I	1	32	19
Metallurgy of Welding	1	20	16
Office Management	3	74	42
Operations Inspection	2	45	28
Ordnance Inspection	1	29	18
Personnel Administration	1	30	18
Physical Metallurgy I	1	17	9
Physical Metallurgy II	1	10	6
Physical Testing of Materials	3	61	28
Pre-Design (Math., Mechanics, & Strength of Materials)	2	58	24
Pre-Foremanship I	2	53	26
Pre-Foremanship II	1	17	11
Pre-Testing (Math., Chem., & Physics)	2	43	19
Process Metallurgy	1	21	4
Production Control	2	52	26
Production Engineering	1	20	16
Strength of Materials	2	33	13
Supervision for Job Training	1	21	15
Surveying and Mapping	1	11	6
Technical Chemical Analysis	1	11	5
Theory of Simple Structures	1	13	9
Time and Motion Study	2	34	21
Tool Design I	2	46	27
Tracing Techniques	2	55	27
Totals	158*	3,422	1,755

*This figure differs from that for the total number of classes in Table I because of the difference in the IES figures.

coal companies, utilities, and railroads; a course in electric power and control circuit diagrams was taught by the chief

system operator for a power company, and another in electric meters and measurements by their meter engineer.

Placement of Trainees

Figures from the personnel office illustrate the practical success of the training work. This information, provided in Table IV, indicates a total of 606 job changes on the four programs completed to date. These changes include 173 job placements, 185 transfers from one company to another, and 220 cases of "up-grading" within the company.

Significant enough, careful analysis will reveal that all three primary functions of the junior college have been affected by the war crisis. The preparatory function, quite understandably, is receiving less emphasis these days, and in the light of declining college enrollments that is not an undesirable trend. The terminal function, on the other hand, has been stimulated by recent events. This is true not only in re-

Table IV. SUMMARY OF PLACEMENT AND JOB CHANGES FOR THE VARIOUS PROGRAMS

Original status:	EDT	IES ¹⁰	4ESMDT	5ESMDT ¹¹
Unemployed at start	58	138	37	129
Employed: nondefense industry	182	0	157	602
Employed: defense industry	148	0	266	250
Total students registered	388	138	450	981
<i>Job changes:</i>				
Unemployed to employed	41	99	9	24
Change of companies	88	0	29	68
"Upgraded" within company	31	0	41	148
Armed forces and unclassified	0	0	2	16
Total job changes	160	99	81	256

¹⁰Since all these students were recent high school graduates, they were classed as unemployed at the beginning of the program.

¹¹These figures were still incomplete at time of compilation.

A follow-up study of students completing the work in engineering drafting has been carried out by the personnel staff in order to discover the present duties of those trainees. Those completing the course in the first program are now reported working as apprentices, machinists, inspectors, and draftsmen for railroads, aircraft companies, U. S. Army Engineers, and numerous varied industries. Graduates of the IES program, who also had drafting, are classed as doing all types of jobs for such corporations as Glenn L. Martin, Westinghouse, and the Pennsylvania Railroad, as well as the Civil Service. Recent trainees have been engaged largely as inspectors and draftsmen by steel companies, ordnance manufacturers, Civil Service, and the Army.

spect to full-time terminal programs but also in respect to the terminal-type programs developed under the ESMDT program. Here assuredly is terminal work, possibly foreshadowing development of the "technical institute" in our post-war world. Lastly, it will be observed that the war has given considerable impetus to adult education. Certainly the attendance of more than 3,000 adults in vocational classes in four communities in the state will have more than a temporary effect on the educational habits of those people.

These are perforce tentative conclusions but not wholly unobjective ones. It may be that they outline future developments in the junior college for the "brave new world" we are to create when the peace is written.

Nursing Needs Challenge Junior Colleges

KATHARINE FAVILLE

ONCE AGAIN war is dramatizing the role of nurses. Yet this time there is a difference. The work of those brave women amid the extremities of Bataan and Corregidor was similar to that of wartime nurses since Florence Nightingale, it is true. But while traditionally the uniform of the doctor or nurse has meant immunity from enemy fire, on Bataan the nurses had to put on soldiers' coveralls, because their accustomed white or blue proved to be neat targets for the bombardier!

That fact is, I think, momentous for the world of tomorrow, and for the college woman trying to choose a career today. The very ferocity of the foe is forcing the United Nations to understand that this is, in a very real sense, that "war of the common man" about which the idealists have been talking. Insofar as we are fighting for the humanities that totalitarianism tramples underfoot, nursing becomes not merely a necessary palliative of war, but also one of the most constructive influences for more general well-being in the years of peace that must eventually come.

KATHARINE FAVILLE, chairman of the National Committee on Recruitment of Student Nurses, is director of the Henry Street Visiting Nurse Service in New York City, the oldest and largest visiting nurse organization in the country. A graduate of the University of Wisconsin and of the Massachusetts General Hospital, she has had varied experiences in city and rural public health. She has also taught at Wayne University and at Western Reserve University, where she was associate dean of the Frances Payne Bolton School of Nursing. In addition to her strenuous voluntary work as recruitment chairman for the National Nursing Council for War Service, she is consultant on Student Recruitment for the government's Subcommittee on Nursing, in the Office of Defense Health and Welfare Services.

To pioneer in new fields of public health activity, to deal with the complex post-war problems of plague, malnourishment, and shattered minds and bodies in devastated areas all over the earth, to teach and supervise the increasing numbers of nurses we must have now and after the war is over, we need the very best prepared nurses that it is possible to secure.

Leaders in the field of nursing say that fully one-third of the 55,000 new students of nursing the government has asked us to enroll this year should have genuine leadership qualities. The same percentage must prevail among the 65,000 new recruits who will be needed next year if the war continues.

That one-third with special capacity, maturity, and executive ability constitute a challenge to the junior colleges. High school graduates fill the minimum requirements for entrance into most schools of nursing, and the service they will be ready to give during and after their three-year course will be greatly needed. Naturally, many of these girls can be counted upon to develop leadership qualities as their training progresses. Yet it is the young woman with one or more years of college education who usually provides that "plus quality" which the nursing profession requires today.

A marked trend since the last war has been the professionalization of nursing education. An increasing number of schools of nursing have affiliated with colleges and universities; entrance requirements have been scaled upward in many schools to two years of college work; two schools (the Yale University

School of Nursing and the Frances Payne Bolton School of Nursing of Western Reserve University) have been established on a post-graduate level.

The junior colleges have played an important part in this movement to strengthen the quality of the nursing service available to the nation. Today a number of junior colleges offer pre-clinical or pre-nursing courses, and any junior college—even the college entirely without a specialized program—can be of great help in filling our continuing needs for nurses.

Basically, the task of the junior colleges is to guide the right kind of girls into the nursing profession. I should like to make a few specific suggestions about how college administrators and vocational counselors can do this task more effectively than it has been done:

1. At least "for the duration" nursing should, I think, be given a war priority rating in the minds of all vocational counselors of girls. Instead of being a field of work that is suggested only after movie acting, fashion designing, advertising, and other of the erstwhile popular or get-rich-quick fields have proven inadvisable, nursing should be suggested *first* to the young woman who seems to possess those qualities of intelligence, reliability, and human understanding that make a good nurse.

The reason for this priority rating is not merely that we are facing a long, hard war during which more and more of us must devote our time to such front-line war work as nursing. It is not merely that the war will create so much physical and mental human wreckage that nurses will be kept busy reconstructing it long after the munitions worker is looking for another job.

Most important, *the very issues over which we are fighting* promise that if the democracies succeed—and they must

—we shall be more democratic. A greater portion of the peoples of the earth must have a chance at a good life possible only to those with good health. In such a changed world, she who serves human needs may expect more satisfying rewards, comparatively, than she has had heretofore. Several studies have indicated that even now nurses' incomes compare favorably with those of women in other professions. But aside from financial rewards, the nation and the world face social changes that will place human values higher in our scale. It would be hard to overemphasize how rapidly our world is changing, and what an opportunity young people have to shape it to better ends.

2. In order to get practical results from this mental priority rating, the college administrator or vocational counselor should keep informed about entrance requirements set up by schools of nursing which have college or university affiliations, and other data needed to get a young woman started on her nursing education promptly.

About 80 of the 1,300 state-accredited schools of nursing in this country are connected with universities. These may offer programs of three different types: (1) the three-year basic professional program leading to the nursing diploma; (2) a combination academic and basic professional program, covering four or five years, and leading to a baccalaureate degree and nursing diploma; (3) a program offered to college graduates only, which leads to the degree of Master of Nursing.

There is considerable basic information that may well be second nature to the counselor. Thus age limits for entering schools of nursing are usually 18 to 35, though schools offering the 4-year or 5-year combination program leading to a baccalaureate degree as well as a

nursing diploma admit girls of 17 into the first year of academic work. Good health is essential. The good schools of nursing ask that candidates shall have scholastic records placing them in the upper half of their classes. The young woman entrusted hourly with human lives must not be slow-witted. To become a good nurse a girl must first of all have a liking for people and work well with them. In addition she should be trustworthy, resourceful, adaptable, and possessed of a sense of humor. The vocational counselor can secure booklets setting forth all this basic information in detail by writing to the National Nursing Council for War Service, 1790 Broadway, New York City.

The more difficult task for the adviser of young women is to keep informed about those phases of nursing education that are changing to meet the war emergency. Do you know a well-qualified young woman who would begin a nursing education this February if she had financial resources? Perhaps she can secure one of the new Federal scholarships available through schools that have met specifications of the United States Public Health Service. What schools of nursing in your vicinity are allowed to award the scholarships? Ask your local or state Nursing Council for War Service. The National Council, mentioned above, will provide the name and address of the State Council's executive secretary on request.

Guiding the student into the best possible school for professional training is always a grave responsibility for the vocational counselor. It becomes doubly so in the case of wartime nursing. Even among schools of nursing with university affiliations there are degrees of excellence, and it would be bitterly disappointing for a young woman who followed a wartime urge to

enter nursing to find, upon completion of her course, that the school she chose did not fit her for war service.

The Federal scholarships are available only through schools connected with hospitals caring for a daily average of 100 or more patients. The Red Cross First Reserve, from which nurses are assigned to service in the Army or Navy Nurse Corps, enrolls only graduates of schools connected with hospitals caring for a daily average of at least 50. Essentials of a good school of nursing have been set forth in a manual prepared by the National League of Nursing Education. Certainly the school should be approved by the body empowered by state law to issue, to individual nurses, certificates of registration or licenses to practice as registered nurses. It is of basic importance, too, that the school should provide for well-balanced clinical practice in each of the following services: medical, surgical, pediatric, obstetric, psychiatric, and communicable disease nursing, and also in an out-patient department.

3. A third suggestion for junior college administrators is that they check with directors of schools of nursing in which former students have entered. If their preparation in your institution has proven inadequate in any way, perhaps your curriculum can be revised to offer the preliminary education that will count for most in helping the student of nursing to prepare rapidly for the service, both at the front and the home communities, that our nation needs *today*.

Questions asked of college alumnae who have gone into nursing, even before this new World War underscored the importance of the profession, may produce some surprising expressions of opinion that could be passed on to young women seeking advice, or perhaps could be reported in the school paper.

Most encouraging are replies that were received to a questionnaire which the *American Journal of Nursing* recently sent to 212 nurses who were college graduates before entering nursing. All but three of the number replied something like "Yes—definitely!" or, "Yes, indeed," to the question, "Are you glad you entered nursing?" Of the three answers that were not enthusiastic affirmatives, one said nothing; one wrote, "I don't know. I certainly feel that my three years' (training) were not wasted;" and the third said, "Yes and no—usually yes."

Are there many lines of work about which nearly 99 per cent of the college women engaged in them would be equally enthusiastic?

4. A fourth suggestion is a very practical and sociable little procedure that has proven rewarding in a number of junior colleges: form a Pre-Nursing Club among interested students. Arrange trips to visit hospitals and schools of nursing in the area, with opportunity for the members to meet directors of the schools. Talking with a woman leader of nursing will often prove most inspiring, and certainly first-hand contact with the varied aspects of nursing work will help the potential student of nursing to make a wise decision.

5. Junior college administrators are urged to cooperate closely with the State Nursing Council for War Service and with representatives of approved schools of nursing in arranging personal conferences with interested students, or in presenting speakers before school groups. Every state in the Union now has a Nursing Council and a Committee on Recruitment of Student Nurses made up of volunteer workers who, in addition to carrying an extra daily load heaped upon them by the general nursing shortage, are striving for the 25 per cent in-

crease in students of nursing which the government has set as a necessary quota. During the current college year these women will want to meet your students, and I earnestly ask that you help them all you can.

6. Finally, if at any time you want further information about nursing, either for a student or for the junior college program, write to the National Nursing Council for War Service, 1790 Broadway, New York. We shall appreciate the opportunity to be of assistance.

SUMMER FORUM

Colby Junior College, New Hampshire, conducted a summer school forum this summer which has aroused considerable interest. The meetings were held each Monday evening from July through August and included such speakers as the Hon. Edwin L. Neville, former U. S. Minister to Thailand, who spoke on the "Far Eastern Situation"; Dr. Herbert Gezork, a German refugee and professor in Wellesley College, who discussed "What Hope for Germany After the War?"; W. H. Tsung, member of the staff of the Chinese Consulate General in New York City, who spoke on "The Aspirations of China in this War"; and others who considered the spiritual issues of the war, post-war planning, etc. Each talk was followed by a lively discussion period. The chairman of the forum reports, "The bulk of the attendance is adult and it is certainly a heartening experience to see the way they question the speakers."

REGISTRAR'S ASSOCIATION

Gladys Meanor, registrar of Northern Oklahoma Junior College, has been elected secretary-treasurer of the Oklahoma Association of Collegiate Registrars.

The Part-time Job in the Junior College Plan

FRANCIS T. BOYLAN

THE IMPORTANCE of the part-time job as an extracurricular activity has not as yet been fully recognized. While the trend in educational thought for a number of years has been in the direction of preparation for life situations, varying conditions have made it difficult to go very far beyond the classroom. Extreme youth, inexperience, and economic stagnation, have been the chief causes contributing to keeping this ideal of preparation for life almost completely in the theoretical and classroom stages. It has been quite difficult to gauge the effect of our progressive program, since so many intangibles intervening between the training and ultimate placement in life have made an accurate evaluation non-existent.

With the spread of the junior college movement, and with the upturn in industry due to the war, it has not only become possible to put into practice a part of this phase of our philosophy of education but it has also become urgent that we do. The junior college, with its age spread of from 16 to 22 and older, enables us to secure part-time place-

ments in industry that are to all intents and purposes adult placements.

While the value of the part-time job, when it is carefully chosen and as well supervised as circumstances may permit, is gaining greater recognition all the time, several points of contention have arisen. The chief objections to the part-time job, as far as we have been able to determine at Wright Junior College, are:

1. There is a tendency for the individual student to sacrifice scholastic standing by expending more energy upon the job than is consistent with his scholastic and physical well-being.

2. It is possible that the student may find himself in a blind alley by accepting as full-time work something that seemed very desirable when handled on a part-time basis.

3. School attendance frequently suffers if the student has been called upon to work late at night.

4. Employers of part-time people sometimes attempt to exploit them by paying sub-standard salaries for unreasonably long hours. An example would be a group of stores with which we did business for a while, who employed a considerable number of our people, working them between 15 and 17 hours a day at top speed, and rewarded them with a flat \$3.00. The maximum hourly pay in this place would be 20c an hour, whereas the average department store pay in Chicago at the same time was 32c an hour.

5. There are very few really desirable part-time jobs. By desirable we mean jobs that have satisfactory hours, pleasant surroundings, adequate return for the energy that is expended, and a chance for future promotion.

Let us answer the last objection first. For some time the youth of the country excited the sympathies of all of us because it had difficulty in obtaining security in either regular or part-time employment. During this time it was taken for granted that young people should not compete for even part-time work with men and women who were burdened with dependents. There was

LIEUT. FRANCIS T. BOYLAN writes us from the U. S. Naval Anti-Aircraft Center in Dam Neck, Virginia: "It is quite a transition from placement counselor at Wright Junior College to anti-aircraft gunnery officer in the Navy. Biographically I am about the same as the remainder of your contributors. Born in Newport, R. I.; graduated from Holy Cross College, B.A., 1923; M.A., Loyola University, 1932. Would have completed my doctorate in education this year at Loyola but for the present unpleasantness. Taught at Weber High, Chicago, '24-29; Senn High, Chicago, '29-38; and evenings at Loyola University, '26-42; placement and vocational counselor at Wright Junior College, Chicago, '38-42. Interests? At present wholly and completely to be a good officer."

a time, so recent that many of us shudder at any recollection of it, that the meanest, most poorly paid job would be so eagerly sought after that men with qualifications far above those demanded by the nature of the job fought for the privilege of obtaining it. In the light of all this, our young people gradually matured and passed into the post-adolescent period without the accompanying seasoning processes that most of us went through during our formative years. Experience seems to indicate that those of us who worked after school and during summer vacations at whatever job was obtainable were far less particular about the jobs that we had than are the young people of junior college age today. The long period of idleness, instead of making them eager and anxious to learn through doing, has in many cases dulled the initiative, and has caused much whining, accompanied by a critical attitude toward every type of part-time work that is not surrounded with glamor. It is superfluous to say that these critical and lazy individuals are not in the majority, but are at the same time sufficiently numerous to cause a grave problem. These people need the chastening effect of work, not only for their morale, but also as a cushioning device against the tremendous shock they are going to receive when school finally finishes with them.

For most young people, the only contact that has been established with actual adult life experience has been a casual, we might even say, a vicarious one. They have observed the effects of work and the struggle for existence upon their relatives and neighbors, if at all, in a detached way. To them, in their sheltered home and school existence, work has been something vague, something that was not to be approached as yet. Serious thought about the future,

with all its attendant worries about possible areas of choice in vocations, was dismissed as being far too remote for immediate concern. In addition to this normal attitude of the very young, they were sheltered and assisted at every possible turn, not only by their parents, but also by anxious, deeply concerned teachers. The difference between this shielded, female-dominated world, cushioned against defeat by the philosophy that every single one of them could and should rise to eminence, and the hard-boiled, man-controlled, dog-eat-dog reality that eventually confronts the average person, was more or less ignored.

The part-time job will eliminate much of the uncertainty and lack of mental coordination that is apparent when one interviews a reasonable high percentage of junior college graduates. Although we have attempted to take care of this problem of uncertainty on the part of young people through our careers classes and our careful check-up on the capacities, needs, and desires of our young people as they have gone onward through our school systems, it is yet apparent that this kind of diagnostic work has not been as successful as we would wish. It stands to reason that one who has had little or no experience with work is going to be swayed by the romantic aspects of an occupational field rather than the realistic point of view that comes only through actual shoulder-rubbing with industry. Modern parents have a tendency to spoil their children badly. In addition to the pampering that is given by the parents, we are all familiar with the child-centered school, wherein, in spite of the worth-while results that we have achieved, we have also given the impression to the individual child that he is the center of his own particular little universe, and that nothing is quite so

important in life as what he wants, what he wants to do, and how he feels. Consequently, when he first comes into direct contact with the realities of life as personified by his employer and his associates in his first job, unless he is made of stern stuff indeed, there is always a chance that there will be, to say the least, neurotic complications.

Our understanding of psychology teaches us that it is best for the morale of the individual if we are able to avoid giving him sudden or extensive shocks to his ego. The ability to "take it" is something that is developed, like the callous, through hard and steadily recurrent work. We can obviate the neurotic tendencies by breaking in the individual early to the idea of work through part-time jobs.

The question of desirability is one that is rather irrelevant to raise in regard to this type of work. Obviously, a beginner in any occupational area is not only useless at first, but even a liability to the concern that hires him. In fact, he can learn only by doing. To say that our people are being exploited because they have long hours and a lower rate of pay is to make a blanket statement without having recourse to the differentiating causes that go to make each problem a separate one.

The demand for some time, probably as far back as most of us can remember, has been for people with experience. Part-time jobs offer the individual an opportunity to gain some measure of experience and to earn money at the same time. That these firms who hire them are willing to train them is sufficient proof that there is some consideration beyond the financial in the return that they get.

It is true that there is no sentiment in business, and that even in the most carefully regulated industries there will

be chisellers who will attempt to exploit the youth and enthusiasm of young workers. But to be alarmed about this is to expend good nervous energy on indignation that need not be aroused. This generation of young people has matured early. No longer are our youth the eager, wide-eyed dupes of any fast-talking, glibly promising entrepreneur. On the contrary, they are questioning, doubtful, and not at all impressed by externals. War has thrown jobs all too easily into their laps. They will work hard and willingly if they feel that it is worth their while, but the number that will work far into the night, to the detriment of their health and scholastic efficiency, is negligible; yet it is just these who will cause us our headaches.

To obviate the possibility of drop-outs because of excessive fatigue, a careful system of checks and balances must be worked out. We know that individual differences in resistance to fatigue, in ability to snap back quickly with a minimum of rest, will vary widely. Heredity, I suspect, plays a part. Early training in sleeping habits, the ability to relax quickly and completely, as well as the sleeping conditions and the general bodily and mental health, will all be factors of differentiation which placement counselors must handle with whatever tools they have.

The tendency toward working the part-time employee hours that are so long as to interfere with his school attendance may be handled at the source. A job that calls for, say, 60 hours a week may be conveniently split between two students. Usually the employer is willing, provided that both workers are of equal efficiency. True, the income thus divided may not suffice for the needs of the individual. Some students find it necessary to be almost wholly self-supporting, and these are in need,

not of part-time, but of full-time work. Wise counselling in this type of situation will frequently bring about a suggestion that the individual either (a) take a reduced program, or (b) take a full-time job, and continue his schooling at night, wherever this is possible.

The final objection—that there is a tendency for the individual student to sacrifice scholastic standing by expending more energy upon the job than he should, brings up an interesting question. *Are the studies he has chosen of value equal to the experience he is obtaining?* At times the answer is decidedly in the negative. Certainly, the majority of students are credit-conscious to a degree that borders on absurdity, and frequently the course selected is of dubious value. This, of course, obtains when counselling has been either bad, or ignored to a greater or less degree by the student. In the long run, the natural student, he who can and does make high grades, will survive the conflict between work and study, while the individual who should take an active part in business immediately will soon find that out. Of the great middle group—those who cause the bulge in all normal-frequency curves—time, and prolonged, intensive study will furnish the answer. We still are far from omniscient, and our slight experience is all too short to enable us to be more than reasonably accurate in our forecasts. Just now we feel that the part-time job is one of the answers to our problem.

ALPHA PI EPSILON

With the organization of Tau chapter at Peace Junior College, North Carolina, last spring, Alpha Pi Epsilon, national junior college secretarial fraternity, now has 19 active chapters. Alpha chapter was organized at Los Angeles City College in 1933.

MONTANA DEFINITION

At its spring meeting, the State Board of Education of Montana adopted a recommendation from the Greater University of Montana executive council defining a junior college under the law as one which "offers two years of work beyond the secondary level" to students who have completed a standard high school course. The definition further stated a junior college may offer two years of work in standard college curricula "terminal in character, of post-high school or collegiate grade and quality," or both standard and terminal curricula.

PROPOSAL FOR SERVANTS

Junior college education for domestic servants was recently recommended by Miss Ivol Spafford, former assistant curriculum director at the University of Minnesota, as a means of building up a menial job to a highly respected semi-profession. Miss Spafford made her proposal at the 20th annual Institute for Administrative Officers of Higher Institutions at the University of Chicago. Employers, employees, and those interested in educational programs should work together to bring about this program, she said. Another speaker, Dean William H. Spencer of the School of Business at the University of Chicago, warned that junior colleges are putting too much emphasis on technical training in their commercial courses.

KANSAS CITY CONSOLIDATION

The Board of Education of Kansas City, Missouri, has consolidated the Junior College and the Teachers College. Each has been moved from its old location to the former Westport Junior High School building.

For Practical Instruction in Family Life*

MARSHALL C. MILLER

THE public junior college of today prides itself upon being first and foremost a practical community institution. One of its primary objectives is to bring to the youth of the community an unbiased and as complete a picture as is possible of the community itself. The community's institutions, channels of social and economic intercourse, government, industries, and its problems, plans, and accomplishments form the "stuff" out of which modern curriculums are made. In such efforts the junior college is logically building upon public school preparation. In fact "social studies" centered curriculums are rapidly passing from the state of experimentalism into the realm of accepted actuality. This movement is in evidence in junior and senior high school courses of study as well as in college and university curriculums. Any such pattern of instruction must, sooner or later, take very real cognizance of family and home relationships. These relationships have long been the subject for study on the part of school administrators, teachers, and parents. From courses in home-

making to parent-teacher organizations, the schools of our nation have attempted to bring the homes of students into closer cooperation and more complete understanding of their mutual problems. That such efforts have met with increased success is a conservative statement. The school and home today are probably more closely related than ever before. There has been built up in the minds of civic-minded men and women of today an education consciousness. Herculean efforts have been made by educational institutions to provide equality of educational opportunity. Such give-and-take in community strivings has very definitely given a more democratic flavor to both school and home; and hence a valuable bond of cooperation between these two community institutions has been materially enhanced.

Examining the picture more carefully, however, a perplexing fact seems apparent. With all our education-minded homes and our home-minded educational institutions, actually how much effort is being expended to teach public school principles in the home and to teach sound principles of home living in the school? This dichotomy could be carried further and be stated: what of the public school are we teaching in the public school and what of wholesome family relationships are being taught in the majority of our homes today? Both institutions can lay claim to sincere and, to a degree, successful

MARSHALL C. MILLER has joined the rapidly increasing ranks of our educators who are being recruited by Washington to give the nation as a whole the benefit of their specialized knowledge. He left Mesa College, Colorado, in July to come to Washington as liaison officer for the National Roster of Scientific and Specialized Personnel of the War Manpower Commission. He had been at Mesa for six years, first as instructor and registrar and later also as dean of men. His major fields of study have been history, political science, and sociology in which he has done graduate work particularly in the branch of family life. He is a member of the Association's Committee on Education for Family Life, and in this capacity contributes the article appearing here.

*This article is the first in a series sponsored by the Committee of the American Association of Junior Colleges on Education for Family Life of which H. H. Tracy, Fullerton Junior College, California, is chairman.

efforts in each of the above designated problems. Yet, it seems that both have avoided making use of the very specifics of their own environments in the instructional program. The family tends to set up behavior patterns, ethics of right and wrong, and family rules without adequate explanation to or understanding of by those who are a part of its membership. The school in turn provides academic, vocational, and social experience with little designation as to the part it, as an institution, has played in arriving at its present offering. Surely youth as members of the family scene and as students must be articulate and understanding of the practices, roles, philosophies, and purposes of their basic affiliates if their experiences are to be truly meaningful and socially useful. The day of hidden meanings, strange mysticism, or merely taking for granted is long past in democratic living. The final measure of any institution's effectiveness is the successful practice and use, by its graduates or members, of its teachings, experiences, and skills to the utmost of individual ability and social usefulness. Such criteria should make mandatory not only knowledge of basic principles and purposes of institutions and actual experience in their ways of life, but also a keen appreciation of their existence and their constant change to meet modern circumstance, on the part of their membership.

Any institution of learning owes to its community and students an adequate opportunity for study of marriage and family relationships. In past years the family was considered outside the pale of critical analysis and study. It was "hallowed" into a state of almost absolute irrational sanctity. Victorian ideology posed a state of

perennial amity between husbands and wives, and children were to be eternally grateful to their parents for their life and to accept without question their dictates. The home itself was set on an idolistic pedestal—enshrined, worshipped, yet seldom seemingly achieved. Women were "worshipped" into seclusion by one class and exploited ruthlessly by another. Generally speaking, home indeed was a "Man's Castle," mayhap it was a dungeon as well; actually we really do not know, as research into family life is of comparative recent beginning.

Now, however, a new day for family and home study is dawning. The thinking, constructive-critical mind of modern scholarship has entered into this fascinating field of human relationship which is so basic to present group living. Men and women of today do not wish to be ignorant about the family; they want to learn as much about it as they can, and to understand it as completely as possible. Only through study, research, and discussion can this process be carried on; and if it is carried on logically, the family, as all other dynamic social institutions, will change to fit the democratic needs of the peoples. No social institution can make a final adjustment to society if it wishes to survive. The family as our basic social institution is no exception to the above principle.

Sociologists have long sought the inclusion of a comprehensive study of marriage and the family in college and university curriculums. Recognition of the value of this study is apparent in most of the senior college and university sociology departments' offerings. Again, such courses are of modern origin, primarily because of the paucity of research in the field (a situation still

in existence, but rapidly being modified). Certainly there should be created a place for such study in the junior college curriculum. The ever-increasing enrollment of students in terminal curriculums in our junior colleges places still greater a responsibility upon the shoulders of those of us who have any part in forming these curriculums to attempt inclusion of possibilities for study of basic social institutions. As to whether a study of the family and marriage should be a part of the college orientation program or a separate departmental offering is a subject outside the scope of this paper. The plea here is for inclusion in the college's academic offering.

One need only to look at one's own community to find eloquent proof of the need for practical instruction in marriage and family life. A trip to the local welfare office would show countless examples of family economic maladjustments. A visit to the court of domestic relations would reveal seemingly simple marital conflicts magnified to a degree that is all out of proportion to their actual existence, yet very real indeed to the participants. An unannounced visit to a neighbor's home might well show certain overt results of "generation lag" in attitudes. Any personnel officer of an educational institution or faculty counselor could recount example after example of major or minor "tragedies" directly accountable to ignorance or to a false set of moral beliefs held by students. Add to that the countless question, answer, and discussion sessions that are a part of any youth adviser's weekly lot. To be sure the primary responsibility belongs to the home, the family physician, or family counselor; but how many homes have accepted this responsibility? Many

have, undoubtedly, but it is the writer's firm conviction, based upon five years of counseling experience with junior college age youth, that the majority of homes have not met the situation adequately either because of ignorance or a false set of social values.

It is indeed a surprising fact that even though the United States as a nation leads the world in its divorce rate, it is also one of the "most married nations" in the western hemisphere.¹ This fact alone is ample indication of the need for public study and discussion of the problem in general, let alone individual thought and study.

Another attitude is well expressed by Willard Waller:

Whatever the effect of knowledge of human nature in the family may be upon one's personal life, its role in one's professional life is altogether favorable. In so far as our occupations require us to understand the behavior of others, we must study the family. The social worker who does not understand family life is poorly equipped for her job; so with the school teacher who has not trained herself to understand the family backgrounds of her pupils. The doctor must constantly deal with family situations. Lawyers, ministers, insurance salesmen, architects—everyone who comes into contact with others will do his work more effectively if he understands families. If it performed no other function, the study of the family would be quite justified on this basis.²

Certainly no discussion of the need for instruction in marriage and family relationships would be complete without reference to the present world conflict. Junior colleges, like all other institutions of higher learning, have geared their programs to a nation at war. Such programs should provide adequately, in so far as is possible, instruction covering the anticipated problems that surely arise out of war

¹Ray E. Baber, *Marriage and the Family*, (McGraw Hill Book Co., New York City, 1939) p. 17.

²Willard Waller, *The Family* (The Cordon Co., New York City, 1939) p. 14.

conflict. Many of the greatest of these problems will relate directly to forced changes in ways of family living. In fact, many of the most important causative factors in the change of modern American families can be traced directly to World War I.

When war begins, the lives of millions of families are definitely threatened. The male elements of population face military service, while the female elements and younger age groups face a new and unaccustomed type of life which many times is carried on extensively outside of the home. Habits of family living give way; the morality of the family often crumbles. "The changes induced by war do not cease to be important when peace is declared, for the family can never be restored to the *status quo ante bellum*." This important principle must ever be kept uppermost in the minds of all educators. For in times of military and economic crises, more perhaps than at any other time, constant re-thinking and re-evaluation of our basic social institutions and their practices is necessary in order that the re-adjustment period be adequately approached. Of course, what war does to the family is a part of the larger picture of what it does to society in general. Nevertheless, problems of marriage and family living are perhaps closer to the minds of college age youth than any other group in a transitional stage. Such a challenge must be met by institutions charged with youth guidance and education.

The decimation of whole segments of a population by war brings a profound social problem affecting directly family relationships. The relaxation of family morality during a war is evident

even to the casual observer. Dislocation of basic social structures in the community as a direct result of an all-out effort for victory results in a multiplicity of intimate problems. Luxury buying is immediately curtailed, securing of staples is many times a problem, and employment of women brings a "broken home" environment to large sections of many communities. Wholesale evacuations of civilian populations must inevitably place severe strains on family ties and groups. The question of war marriages becomes a very important one, not only to the soldier abroad or away from home, but also to the general mass of youth of marriageable age. Proven instability of post-war marriages merely mirrors the deep emotional and social unrest that is a part of all post-war populations. From a total viewpoint it would seem that effects of war upon the family are not favorable effects from any constructive standpoint. However, the readjustment process might well bring forth certain wholesome and sincere patterns of living based upon the necessity of meeting the demands of a changed political and social community.

The problems of youth education related to a world engaged in a gigantic ideological struggle for existence are indeed most complex and perplexing. However, certainly study, discussions, and critical analysis of our most basic social institution—the family—must loom large in importance to the preservation of our home front and civilian morale. This most necessary phase of individual and community welfare should provide a stimulating challenge to the instructional programs of our community educational institutions—our junior colleges.

Experts may debate on the relative merits of this or that theory. Magnifi-

⁸Willard Waller, *War and the Family* (The Dryden Press, New York City, 1940) p. 7.

cent structures may be constructed wherein all peoples may have the opportunity of educational give and take. But the crux of the matter, the effectiveness of the educational process, is not found in buildings, bricks and mortar, nor wholly in rich and fine ideas, but rather in the quality of the teaching personnel. A student grows into manhood or womanhood of high caliber because of the patient, constructive, and firm influence of those whom he respects. In a world fraught with the now infinite number of perplexities, education should not fall into the fallacy of attempting social agency substitution for wholesome home and family living. Responsible parenthood is a profession. The parent after all is the potential great teacher. Certainly if we post responsible parenthood as a "must" in democratic living, then we of the junior college, must likewise face its corollary, that no such stage of parenthood is likely unless the school adequately equips those who aspire to such a level. Here then lies a field of social investigation and fact and ideal finding and building that should challenge all public institutions. Practical instruction in marriage and family life is not only a challenge to junior college instruction; it is a duty.

IN ARMED FORCES

Over 120 former students of Santa Monica Junior College, California, are now in the armed forces of the United States and Canada, serving in the army, the army air corps, the navy, the naval air corps, the coast guard, the marine corps, and the Royal Canadian Air Force. A large Service Flag on which the men in the service are represented by a star has been set up in the assembly hall.

HUMANITIES COURSE

Hinds Junior College, Mississippi, experimented last semester with a course in the humanities based on a recommendation of the '41 workshop on terminal education at Peabody College. The course included six weeks of art, six weeks of music, six weeks of philosophy, and a required course in literature. An exhibit and film on *The Making of a Statue*, and collateral reading supplemented the text material. A member of the English department who has had courses in art, philosophy, ethics, and music taught the course with the aid of the music department. It is planned to offer the course for the whole year beginning this fall giving nine weeks of art, of music, of philosophy, and of mythology with the idea that the student may get one hour credit for any nine weeks of the course.

JUNIOR COLLEGE AT CULVER

Culver Military Academy, Indiana, has reestablished junior college work under the direction of Charles C. Mather.

BETA PHI GAMMA

Beta Phi Gamma, national honorary junior college journalistic fraternity, will hold its next annual meeting at San Bernardino Valley Junior College, California, November 13-14. With the admission of a chapter at Compton Junior College, California, in March the national organization now has 23 chapters. J. Hal Walters, of San Bernardino Valley Junior College, is executive secretary of the national organization. The June issue of *The Mouthpiece*, the fraternities' official publication, was published by Beta Chapter, San Bernardino, under the editorship of George McJimsey.

The College Workbook Put to Work

EGBERT LUBBERS

COLLEGE teaching, we are told, is still in the Middle Ages. The lecture method stands condemned by all the canons of the professional educator's lore. It is wearisome, ineffective, actually discouraging, not to say excruciating for the student. The only excuse for its practice lies in the exigencies of large classes—and then only under the direction of a highly competent instructor who can utilize devices within his own personality to maintain the interest of the class. Further, the efficacy of the spoken word is strictly limited in the learning process and the burden of note-taking is certainly not exceedingly efficient either in hastening the learning of facts, or in effecting a broader appreciation of the subject matter. And in these days of war, inefficiency in reaching the needs of the learner will convince the public that higher education is futile and incapable of the very adjustment that it seeks to create potentially in the student.

The discussion technique does not by any means comprise all the answers to the educator's problems. It may stimulate interest by student participation; it does require a sufficient preparation of subject matter for the student so that he can talk intelligently about the day's

assignment; and it undoubtedly compels the learner to think through problems relating to the subject matter of the course. Some instructors may insist that this is enough. Not so! Making bull sessions out of class periods may be interesting and highly gratifying to the student, but the actual effectiveness of even well-directed discussions and round tables in terms of facts learned, comprehension of problems broadened, and method of analysis assimilated is dubious. Discussions, whether panel, round table or general, are likely to ramble; at their best, discussions are indefinite in both scope and content. Learning is definite; comprehension of subject matter or a problem is specific. The student must be able to fasten his mind on definite ideas and specific facts, if comprehension and learning are to occur. A nation at war cannot afford to tolerate the teaching of generalities.

The teaching of the social sciences is peculiarly susceptible to indefiniteness in content and lack of organization in ideas. Students find the social studies highly interesting because of their contemporary emphasis, but complain frequently that they are presented with such a conglomeration of material that they do not know what to concentrate on and whether they are making progress. The mathematics instructor is not faced with these difficulties. His subject matter is definite and organized; progress is manifested by the very nature of the subject matter. The social science instructor must devise a technique that will include all the advantages of the discussion method and simultaneously will make the subject matter of the course definite enough so that students

EGBERT LUBBERS developed his "college workbook" at Kemper Military School, Missouri, where he has been in charge of the economics and citizenship courses for the past two years. Before going to Kemper, he taught economics and history at Northwestern Junior College, Iowa. Holder of a B. A. from Calvin College and an interdepartmental M.A. in the social sciences from the University of Chicago, he has "gone back to school" this fall to study at Western Theological Seminary, Michigan, in preparation for entering the ministry of the Reformed Church in America.

know what they have to learn. In short the good social science instructor will accomplish the following:

1. Assignments must be clear and definite. Mere reference to the next chapter or to so many pages is extremely poor technique. The learner must know what he is to do and how he should go about doing it.

2. There must be opportunity for student participation through discussion so that (1) the student is encouraged to think through the problem (2) his interest is maintained.

3. The instructor should organize the course for the student since the learner is not in possession of sufficient knowledge to arrange the facts into a consistent whole for himself. The lecture method does possess that one virtue! The student must be in possession of this organized summary which contains the so-called "meat" of the course. In the lecture method this is attained by note-taking. Students find it well nigh impossible to take adequate notes of a discussion because of lack of organization and indefiniteness.

4. The student must become aware of the "jargon" of the subject. The instructor must institute a systematic effort to enlarge the learner's vocabulary. Failure to know the meanings of such terms or ideas as national income, fanaticism, credit, etc., is fatal to a proper understanding of their respective fields of study.

5. The instructor must personalize both the organization of his course and its presentation. These two aspects of a course go together. No instructor can personalize the presentation of his course without selecting and organizing the materials that go into its making. And a "text-book course" doesn't require an instructor—at most it is dull and colorless.

It is with these five essentials of pedagogy in mind that we at Kemper are experimenting in economics with what I should like to designate: The College Workbook. It is actually a syllabus which serves as a basis for the use of the discussion technique throughout the course. It knits the material together in an intelligible whole; it serves as a guide for discussions; it delineates with precise clarity how much and what the student is to do for each period's work; and it suggests projects and problems for the student to investigate, organize, and state for himself. The entire syllabus was written and organized by the instructor who teaches the course so that both organization of materials and class direction are thoroughly personalized. The workbook attempts to fulfill the Kemper ideal: "Every boy gets every lesson every day." Since there are 54 periods of work in one semester of economics, the workbook is so constructed that one period's work constitutes one assignment. Thus, it provides for 40 regular discussion assignments, 6 full period tests, and 8 periods of review at the end of the semester course. There is a similar syllabus for the second semester's work.

Following is a sample of one complete assignment:

Assignment Thirty

BASIC ECONOMIC PHILOSOPHIES—A FREE ECONOMY

Text references:

Minimum essentials: Fairchild, Furniss, and Buck, *Elementary Economics*, pp. 105-120.

Optional: Spahr and others, *Economic Principles and Problems*, Vol. I, pp. 26-33.

We are so accustomed to the forms and institutions of a free economy that the possibility of any other kind of economy seldom troubles most of us. In times of social and economic stress it is true that the status quo is questioned, but in our country at any rate, not seriously. Our country as we know it has grown great under the orgies of capi-

talism; in fact there is more than a lingering suspicion that the fate of democracy and of capitalism is bound inextricably together—some go so far as to lump democracy, Christianity, and capitalism in one great triumvirate.

Capitalism seems to assume the following:

1. The existence of private property.
2. The personal freedom to dispose of or retain this private property at one's own terms—and to use this private property as one wishes consistent with the public welfare.
3. The profit motive—that the individual manipulates his productive and creative effort so as to bring about a maximum money income.
4. The right to contract—every individual is at liberty to agree to buy or sell or produce whatever and however he pleases—and the state enforces such contracts.

Laissez-faire from the French, "let things alone," is a variation of capitalistic theory which sets a minimum of governmental interference in the economy as an absolute ideal. During the 19th century this assumption inspire both the United States and England. According to Adam Smith, the early proponent of this theory, the economic gain of the individual is synonymous with the welfare of the state. The undisputed sway of competition will eliminate all abuses in the long run, and the state will gain by the prosperity of the people who constitute it. The "economic man"—a theory of human behavior according to which every individual guides his activities so as to obtain the most pleasure with the least pain—will be able only to direct his pursuits so as to produce the maximum efficiency since otherwise competition will eliminate him. Further satisfaction of the individual was the chief end of production, and in the final analysis the entire economy, the political system as well, must be geared to the happiness of the person. According to laissez-faire, tariffs, any type of government regulation of economic affairs, etc. are taboo. Government activities should be limited to defense, justice, and public functions such as education and the like since these can be performed only by collective effort through the state. No nation at any time was wholly committed to this policy of laissez-faire, although its attainment did fit into the national ideals of the people of this country and England. The complexity of the modern economy made those ideals seem more and more obsolete so that at the present time everyone accepts at least a certain amount of government regulation and interference into the economy as desirable. There are still a few, among them some economists, who sigh for the period of "rugged individualism" of an earlier day.

Generally speaking a free economy in the present sense of the word means something else than what has just been described. The recent interpretation includes among other things the notions that (1) the government should act as a sort of umpire between the financial powers, "economic royalists," and the people who are economically unable to look after themselves. (2) The government is somehow or other responsible for the smooth functioning of the economy—in other words of prosperity. (3) The complex development of the economy has made regulation necessary. There is still an area of economic freedom but it is of necessity smaller than it used to be. Under the old laissez-faire ideal, the individual laborer must be left to drive the best bargain that he can, the farmer must be free to obtain or accept whatever price he can get, the business man may produce or not produce—at whatever price he can get or can be induced to accept in competition with other like producers. The new philosophy assumes that the worker must be protected in his right to bargain *collectively* (not individually); the farmer receives help to maintain his parity prices (prices are not left to find their level); and there are now codes of fair competition for the business man to follow.

Vocabulary:

Laissez-faire, individualism, capitalism, Adam Smith, economic man, rugged individualism, profit motive, private property, right to contract.

Problems and exercises:

1. Criticize as realistically as you can the assumptions of laissez-faire. List your criticism in outline form.
2. Consult an encyclopedia or other reference concerning the economic theories of Adam Smith, Ricardo, the Manchester School, and Benjamin Franklin. Write an essay discussing each of these.

Suggested topics for projects and discussions:

1. Is democracy a necessary accompaniment of capitalism?
2. Protestantism and capitalism.
3. The failure of laissez-faire.
4. Capitalism and fascism.

This syllabus is thus simultaneously an outline of the course, a schedule of assignments, a workbook of problems, exercises, and projects, and a measure of requirements which must be met by students of varying abilities in order successfully to master the materials. The class period consists of discussions centered about the assignment; no lecture is necessary, since the body of the syl-

labus contains what would otherwise be included in one period's lecture. Incidentally, those instructors who regularly employ the lecture technique would greatly benefit their students by having their notes mimeographed! Note-taking is not a virtue in its own right.

Individualization of instruction is provided by a series of exercises which require a maximum of student initiative and a number of suggested topics for projects in order "to put the student on his own" in the writing of short research papers. The latter are optional for all students, although the superior student is encouraged to undertake as many of these as possible by being excused from class discussions in order to pursue his individual interest. This does not disrupt the continuity of the course for the superior student since he follows the assignments in the syllabus on the same basis as the class.

The lackadaisical days of college teaching are past; the time has arrived to measure college instruction in terms of the efficiency of its methods and the effectiveness of its achievements. The college instructor must be worth his salt, and should not be permitted to survive merely because of his dignity. The junior college in its role of transition from high school to senior college is eminently suited to emphasize efficiency in methodology. We, who teach the social sciences, are burdened by the very nature of our subject matter to develop an effective technique which will yield results in our times of crisis.

BUSINESS STUDY BY PRATT

According to a report in the *Balance Sheet*, during the spring of 1941, the commercial teachers of the Pratt Junior College and High School, Pratt, Kansas, conducted a survey to determine (1) in what ways the school curriculum could

be changed to train the students more adequately for business; (2) to find out what types of business machines were used in offices; (3) to find out how employers contacted employees. The survey was conducted by Frank Perkins, head of the department of business at Pratt Junior College, and covered 74 business firms in Pratt.

The 74 firms, which were interviewed by members of the department of business, employed 276 people. Of these employees, 14 per cent were bookkeepers, 12 per cent were typists, 10 per cent were stenographers, and 22 per cent were salesmen. The remaining 42 per cent were classified as bill clerks, general office clerks, collectors, and messengers. Some of the other findings of the study are:

1. Only 13 of the 74 firms required specialized experience; the others required either no experience at all or only general experience.
2. About 89 per cent of all the firms obtained at least part of their help through personal application. Want advertisements, school authorities, and employment agencies were other sources used.
3. Of the 74 firms interviewed, 64 were definitely interested in the establishment of a school placement bureau, 8 were not interested, and 20 were definitely opposed.
4. Forty-six firms were eager to cooperate in the student training program. Others were not interested because they believed their type of work would not lend itself to co-operative education.

More and more parents and educators are coming to the realization that boys and girls just out of high school can learn more in their local junior college during their first college year, or first and second, than at the great overcrowded universities. They realize, too, that local junior colleges make a complete or partial college education available to many boys and girls who otherwise could go no further than high school because of the low cost.—*Okmulgee Daily Times*, Oklahoma.

Vitalizing the Course in American Government

DONALD MICHELSON

At a time when the American nation is fighting for its very existence, it may appear rather untimely to launch a crusade in behalf of better local government. But actually there never could be a more propitious moment. We are fighting this time, not for territories or markets, profits or prestige. We are fighting for the right to live as free men with free institutions—be they Federal, state, or local. Our disillusionment would be great—greater than the last time—if after the battle is won, we find less freedom, less efficiency, less pride in local government than ever before. Not only must our battlefield be over the entire globe, but in the American states and communities as well. We must present to our children a decent heritage, for our system will not stand too much abuse. Now as never before each compartment known as “state” in our country must be strong enough to fortify amply the entire national structure.

Every serious-minded American citizen—even those whose knowledge of

domestic problems is derived from a hasty over-the-shoulder glance at someone else's newspaper—knows that only a minority of the 48 states possesses administrative machinery modern enough to handle the problems of a highly technical streamlined civilization.

Under the pressure of our present war effort, ample pretexts could be found to centralize our government into a quasi-dictatorship. It might help solve production problems, but local initiative, a more timeless element in a democracy, would be no better off. Nor could an extended paternalism, by means of munificent dole and pork barrel, uplift our state and local government to a point of competent independence. The exigencies of the moment, it seems, call for neither subserviency nor dictatorship. The burning need, it appears, is for both local initiative and Federal-state cooperation.

Students Aware of Problems

Students at Peabody College enrolled in the junior college courses in American government, have now and then commented on the hopeless lack of initiative and stubborn introversion on the part of some of the American states. In this regard their instructor was in agreement. He took the opportunity to expand further this curiosity of the shortcomings of the American states.

During a regular course in “American Political Problems” the ills and shortcomings of the several states were analyzed. It was soon recognized that one of the chief faults of many of the states was the absence of modernized constitutions. Only a few were keeping up with the new demands of state government

Dean Roemer of Peabody Junior College, Tennessee, has this to say about DONALD MICHELSON and his work: “We have a young man by the name of Dr. Donald Michelson teaching social science for us in the junior college. Last year he taught such a splendid course in political science that it attracted wide attention. I saw him build the course up through the year and saw the interest in it carry from beginning to end. It was such a splendid job and so uniquely done that I suggested that he write about it for the *Junior College Journal*.” The article published here is what he wrote. Dr. Michelson received his B.A. at Eastern Kentucky State Teachers College in 1936, a year later his M.A. at Peabody College, and three years later his Ph.D. also at Peabody. He joined the Peabody faculty upon receiving his doctorate and is now assistant professor of social science there.

by means of amendments or revisions. The larger problems such as public health, low labor standards, poverty, unemployment, modern transportation and communication, and universal suffrage, for instance—all of which transcend state boundaries—have not been met in many states because of the lack of legal constitutional machinery. That these pressing human needs should remain unfulfilled merely because of the absence of legal sanction was somewhat of a shock to students in "American Political Problems." They expressed the opinion "something ought to be done about it."

Study of Constitutions Begins

They examined several state constitutions (not excluding their own) and began to compare them. Their instructor recommended the study of the constitution of the state of New York since it was the most recently revised one, and a dozen copies were procured for their perusal. And then, since almost the entire class lived in Tennessee, the Tennessee constitution was studied. The social and political problems of Tennessee were brought into sharper focus because this particular constitution had not been amended since 1870, a period of more than 70 years during which time a technological civilization had almost completely replaced an agrarian one.

The next step was a comparative study of the constitutions of New York and Tennessee. It was soon seen that the constitution of the latter lacked adequate amendment provisions, was a little short on a fully protective bill of rights, and was not quite generous enough with general social welfare. Yet it possessed an admirably consolidated administrative machinery with an absence of confusing and overlapping departments, boards, and bureaus. In this particular, it might be considered slightly superior to the New York system.

Elements of a Constitution

After an analysis of state constitutions in general and, more specifically, the two aforementioned ones, the students were able to attribute certain characteristics and peculiarities to them. With the aid of a popular textbook on American government they were able to recognize the following six elements of a state constitution:¹

1. Bill of rights; rights of persons and property.
2. Framework or structure of government; separation of powers; limitations and duties of officers, etc.
3. Financial powers and limitations of state legislature in money matters.
4. Regulation and control of economic interests: corporations, banking, insurance, etc.
5. General welfare: public school system, social security, charitable institutions, reformatories, etc.
6. Provision for amendment.

By this time classroom discussion revealed broad differences of opinion as to how effectively the Tennessee constitution fulfilled the above six elements. That the change was necessary was unanimous. But what the degree of change should be was a different story.

Constitutional Change

At this juncture some of the students expressed a desire to choose sides and debate the issue. This student initiative (according to the best progressive educational orthodoxy) gave the instructor an idea. Why not debate the question but do it in the form of a mock-constitutional convention? The students liked the idea, and so they divided into two political parties: (1) the "Mossbacks," who considered the Tennessee constitution basically sound but who wished to make a few amendments; (2) and the "Radicals," who advocated absolute junking of the Tennessee constitution and rewriting another.

¹Charles A. Beard, *American Government and Politics*, Macmillan, New York, 1939, pp. 483-489.

From here on the project began to acquire the character of a genuine American political jamboree. Feverish planning was mapped out. Brave prophecies were voiced. Even name-calling was not lacking. Each party elected a leader, appointed committees to draw up amendments and revisions, and held a series of sub-conferences outside the classroom. After due preparation the constitutional convention was called.

Constitutional Convention

For the next two weeks the classroom was transformed into a characteristically noisy American legislative chamber. Before the session was opened a permanent chairman of the convention was elected, and the instructor was appointed as a semidormant, back-row-bencher "Committee on Rules." It was agreed that the procedure would consist of introduction of each of the six elements of a constitution in the order listed above. After a reading of proposals, debate would be held within certain agreed limits, after which the vote would be taken. The clerks, recorders and timekeepers were appointed.

Immediately after the session was called to order, a young "Radical" introduced his proposal for a complete revision of the Bill of Rights. His impassioned oratory in defense of the "downtrodden victims of the vicious poll tax system" won over the more conservative "Mossbacks," who swiftly voted in favor of the new Bill of Rights.

It is unnecessary to record here a step by step account of an obscure group of junior college students playing at the great American game of politics. But the refreshing sincerity and enthusiasm displayed must be mentioned. A witness to the scene could not help reflecting rather wistfully on the absence of youthful sincerity and honest enthusiasm in

the real legislative halls of the American states. If it were only possible for legislators to act according to their honest convictions and the best interests of the people! An ideal possible, of course, only in the make-believe world of the school. No vested interests, no compelling "obligations," no "bosses," no demagoguery. Yet a real situation did exist here.

Before long it became apparent that Utopia could not be achieved in Tennessee in two weeks. Nor could a brand-new constitution totally and radically supplant an old one (its hoary age and out-worn traditions notwithstanding). The "Radicals" were forced to compromise with the "Mossbacks." The "Mossbacks" were forced to bow out tradition in the face of expediency. Both were forced to admit the tortuousness of change—any change. And while no great political accomplishments could be boasted, certain lessons had been learned.

Summary of Action

The following is a summary of the action taken by the junior college students of American government at Peabody College during their mock-constitutional convention:

1. Elimination of the poll tax.
2. Reenforcement of the guarantee of equality of suffrage regardless of race, color, or creed.
3. Guarantee of full protection of private property and private enterprise.
4. Establishment of the right of the state to engage in business within certain limits.
5. Retention of the Tennessee state administrative system.
6. Elimination of the present county government system and creation of 10 state regional districts.
7. Reenforcement of state supervision over corporations, and protection of investments.
8. Equalization of state educational funds both as to county, district, white and Negro groups.
9. Revision of state penal system.
10. Creation of a social security program

identical with the Federal Social Security Act of 1935.

11. Creation of a wage and hours program for labor identical with the Federal Fair Labor Standards Act of 1939.

12. Adoption of *initiative*, *referendum*, and *recall* as instruments of popular initiative applying to all legislative action and constitutional law.

Recommendations

While the writer does not claim any revolutionary changes of methods in the teaching of American government on the junior college level, he does feel certain that ample opportunities exist to make this subject-matter field more attractive and learnable. It is not inferred that the glamorous "project" method paves a royal road to learning. On the contrary. The hard facts must first be mastered and the inspired "projects" follow. In this experiment the students first made a study of textbook and collateral material on state government and state constitutions, narrowed down the unit of study to an investigation of their own local governmental problems, and finally launched a program arising from their own heightened curiosity (with oblique suggestions from the instructor, of course).

The writer does not wish to encourage the "project" method as the sole learning exercise. Rather does he suggest the following order:

1. Thorough study of the available materials on the topic at hand.
2. Localizing and familiarizing the topic as much as possible.
3. Encouragement of a project which the students can enter into with enthusiasm.

Teachers in the field of American government have little or no cause for complaint for lack of local and familiar material, for if there ever was a time in the history of the United States when the forces of government were heavily laden with epochal possibilities, it is right now. And if the teachers of Amer-

ican government ever had great opportunities to capitalize on the hundreds of learning situations that these stirring times present, that time is also *right now!*

SPANISH TEACHERS COUNCIL

Two junior college instructors are included on the executive council of the American Association of Teachers of Spanish. They are Violetta Garrett of Kansas City Junior College, Kansas, and Mary Eleanor Peters of San Mateo Junior College, California.

LETTER FROM NISEI

A former student of Santa Monica Junior College, California, who is now interned at the Owens Valley Reception Center at Manaznar, California, recently wrote an interesting letter to an instructor at the college which was reported in the Santa Monica student newspaper. The young Japanese-American told of the housing which consists of barracks, of the near regimentation concerning feeding, and of the work being done at the center in growing the guayule plant for the production of rubber. Japanese-Americans are paid \$21 a month for this work and the amount is put aside for them. The post office and canteen are two miles from some of the barracks. The climate and weather were reported as fine and the scenery beautiful. The student also stated that he is still pursuing his studies.

The junior college enables the student to get much more individual instruction than at the big university, and the opportunity to obtain cultural, vocational, or terminal education while living at home is more nearly ideal.—RAYMOND S. HATCH, director of research, Weyerhaeuser Timber Company.

Term Paper Project at Newark Junior College

THEODORE LENN

The term paper has come to be a standard requirement in many courses of the general college curriculum. Since courses such as history, government, economics and sociology lend themselves very easily to such research, this type of assignment is emphasized in the social sciences. Too often, however, the assigning of the term paper by the instructor, as well as the execution of the assignment by the student, is treated in much the same manner as an ordinary every-day assignment and this despite the fact that the task is designed to represent the progress and growth of a student's proficiency for the duration of an entire semester and sometimes for an entire year. Many students resort to various tactics in the writing of a term paper. College instructors are no doubt fully aware of such procedures. Some students merely copy verbatim a previously corrected paper of another student,¹ or even tender a ghost-writer a more or less exorbitant sum for this service.² Of the students who do write their own papers, and there is no doubt that these are in the great majority, too many admit that "the least amount of work is done for the highest possible mark."³

THEODORE LENN is "in the army now." He may have been chairman of the social science department and director of student activities at Newark Junior College, New Jersey, last spring when he wrote the above article for us, but he is now Corporal Theodore Lenn stationed at Fort Meade, Md., and attached to the Military Intelligence School. He is a well-degreed soldier too with B.A. and M.A. from New York University and on the way toward a Ph.D. in sociology at Columbia University. He is now on leave of absence from Newark Junior College where he is still considered very much a part of their social science department.

The term paper is a flexible teaching device, but the extent to which it should be employed must always depend upon the individual situation. This article embodies the results of an experiment recently conducted at Newark Junior College. The writer teaches courses in economics and sociology, and it was with two introductory sections in these subjects that this work was pursued. While each student was guided and advised throughout the entire period of work, the project, from the choice of the individual problems attacked to the rendering of criticism for each other's finished product, was the work of the students themselves. There was one exception—the statement of the major objective. In searching for a broad topic which might serve as a major objective for the entire project, it was essential that the topic chosen should stand the test of the following five principles:

1. The major topic should lend itself to sub-topics, which in turn, might serve as subjects for individual term papers. (It was felt that only in this way could an integrated field study be undertaken.)

2. Students should be given the opportunity to apply their previous academic backgrounds and experiences to their respective topics. (The project was started at the beginning of the second semester. Hence, each student had covered at least one semester of economics or sociology and some had completed a semester's work in both fields.)

¹The author is a member of a national college fraternity, and it was from direct communications and personal talks with all the undergraduate chapters throughout the country that this information was obtained.

²During the academic year 1939-40, New York newspapers featured stories that this practice was so remunerative to a number of students on a New York college campus, that many of them found it possible to pay almost all their college fees from such earnings.

³This is a collective opinion of an undergraduate fraternity group at Johns Hopkins University.

3. The major topic and its sub-topics should be interwoven as far as possible with the occupational choice of each student. (This made possible a small but significant amount of guidance.)

4. The classroom attitude of mere assignment-fulfillment should be eradicated. (The topic should become almost a part of the student's personality. It should be sufficiently vital to assure its acceptance by him as part of his every-day thoughts.)

5. The individual topics should serve to stimulate a living interest in our contemporary societal structure and changes. (There was the consideration that above all else we are all members of a dynamic society, and at this moment particularly, we are all members of a disorganized world community. Pros and cons seemed to be the order of the day. Hence, it was advantageous to analyze some concrete controversial issues, since they gave the student direct contact with "both sides" of the story.)

It was from Professor Edgar C. Bye's excellent account *Field Work in the Study of Economics* in the Eleventh Year Book of the National Council for the Social Studies, 1940, that the writer conceived the idea of using the field or community of his own students, the City of Newark, as the topic for analysis. "Social Problems of Newark" was selected as the title of the complete project, and each sub-topic under this general title would constitute a study of a specific problem for an individual student paper. "Social Problems of Newark" could well be viewed as a possible title for a book, and the individual term papers might properly serve as chapters of the whole volume.

The students submitted a long list of social problems which confronted the city. Following this, there were listed on the board the occupational choices, as adequately as could be ascertained, of each student in the combined group of both classes.⁴ Again the students decided among themselves what topics in the first list (the various social prob-

lems), were related to the second list, (the occupational choices). Following are some of the topics finally chosen:

"The Ethnic Problem of Newark" was chosen by a girl who is embarking on a career in social work. Another prospective social worker selected "Juvenile Delinquency in Newark." A retailing student wrote "An Economic Analysis of the Food Stamp Plan in Newark." A pre-medical student chose as his topic "Child Health Facilities in Newark." A prospective physical education teacher analyzed the "Health Recreational Facilities in Newark." Some other topics were: "Newark and National Defense," "The Labor Problem in Newark," "Newark's Housing Problems," and "Contemporary Politics in Newark." The latter choice was appropriate since Newark was in the midst of a mayoralty campaign and subsequent election. The student, a particularly able one, not only presented a detailed picture of the city's theoretical government structure, but also was fortunate to observe at first hand the theoretical setting in actual practice.

Immediately upon the completion of the choice of topics by the students in both classes, a full hour lecture on research methodology was presented by the instructor.⁵ Emphasis was placed on inquiry into *primary* sources. Library research was encouraged only in so far as it aided the student in acquiring and understanding the results of his primary data. "Concrete experiences have long been valued as correctives for the bookishness and verbalism that tend to dominate instruction."⁶

⁵The required freshman English course gives the students adequate training in the preparation of research articles. The hour of instruction referred to above was by way of review for these students and practical aid for new students.

⁶Ernest Horn, *Methods of Instruction in the Social Studies* (Report of the Commission on the Social Studies, Part XV), Charles Scribner's Sons, New York, 1937, p. 393.

⁴Since both classes convened on successive hours, it was possible to hold meetings of the combined sections.

Both classes followed very conscientiously the suggestions outlined. They communicated with local, state and Federal agencies of the government. Many personal interviews with "ward-healers," bank presidents, judges, and police, school and hospital officials, labor leaders, industrialists, slum families, politicians, etc., made it possible for the students to gather a wealth of first-hand information. Pamphlets, booklets, and other literature dispensed by the various local agencies were hunted out and digested. Conferences, meetings and similar activities of the various local welfare agencies, women's clubs, civic agencies, and political groups were attended and participated in by those students who could benefit from such procedure and experience for their individual projects. The Newark Public Library was most helpful. The students were greatly encouraged when, at the very beginning of the project, the library requested a copy of the total finished product. Without exception, all individuals and organizations approached by the students were eager to help. Many went out of their way to do so.

Finally all data were accumulated, outlines were formulated, and the papers written. Following this, the papers were graded by the instructor, and immediately returned without grade or comment. The students then read their individual papers to the combined group of both classes. Since they were aware that the grades were already recorded, constructive criticism flowed freely and earnestly. Comment regarding methodology as well as content was encouraged by the instructor and invited by the students. The instructor's comments were interspersed in the course of the general discussion of each paper.

What may be said in behalf of this

type of project? Primarily the time and effort expended by each student was rewarded not only by the body of new information gained, but also by the lasting interests and attitudes which were acquired concerning the various social problems of the City of Newark. These problems, it might be kept in mind, are not too removed from Newark's city limits. There are many who "believe that only as youth learns to face modern problems realistically and to have the opportunity for forming judgments and expressing their convictions, are they able to cope with the ever-changing issues of American life."⁷ Secondly, the project served to bring the school and the community together, a procedure generally recognized as a highly desirable and important educational and social objective. A third benefit derived was the plethora of practical information obtained by the students concerning the theoretical picture they had held concerning their occupational futures. Finally the students completed a required piece of school work in a conscientious and enjoyable manner primarily because the total assignment was self-motivating from beginning to end.

"The young student needs and wants to 'find out for himself,' to learn to do by doing, and to experiment . . . and . . . there is little doubt in the minds of those who have dealt with students that, when intelligently guided, they are capable of performing much good work in the field, and, in the process marked improvement in judgment, alertness, independence, and maturity of thought occurs."⁸

⁷Editorial, *The Journal of Educational Sociology*, New York (April 1941), Vol. 14, No. 8.

⁸Pauline V. Young, *Scientific Social Surveys and Research*, New York, Prentice Hall, 1939, pp. viii, ix.

Wartime Activities

ON THE WAR CRISIS

Junior colleges long before the Pearl Harbor incident were feeling the effects of the war. Beginning with September 1941, enrollments in the 27 public junior colleges of Iowa had suffered a sharp decline in enrollment. Now with the need for manpower for the army and also in industry, the future for the small junior colleges is very uncertain.

Our young men, and in most cases our young women, of junior college age are not thinking in terms of a four-year college course at this time. For the boys, military service is just ahead; and high wages in defense industries offer them an opportunity to fill in the time between their graduation from high school and their induction into service with very profitable employment. The girls of junior college age are sharing the general feeling of unrest with the boys and many of them are taking advantage of the opportunity to enter employment, either in war production plants or as stenographers in government offices in Washington, D. C.

It would seem obvious that if the junior college is to be of the greatest service during this emergency period, or in the case of the small junior college, if it is even to survive, it must study its curricula very carefully and offer courses that will meet the needs of the times, and at the same time, as nearly as possible, not interfere with a long-time education program.

Many school administrators are so thoroughly sold on a liberal arts program for junior colleges that they are almost apologetic for offering anything like short-time terminal courses. However, more than ever before, they are begin-

ning to realize the necessity of offering such courses. One of the very important phases of junior college work should be its guidance program. In a certain sense every junior college instructor should make a contribution in the field of guidance, but in addition every junior college should have a staff member who has been especially trained in this type of work.

Every effort should be made to keep students in school until they are called into military service or until they have completed their junior college course. Practically all army and navy men agree that whenever it is possible, college students should stay in school until they are called into service. The girls should be urged to complete as much school training as possible before accepting employment, as in this way their chances for getting a good job are enhanced and their chances for promotion are greatly increased.

The term *terminal course* as commonly accepted may be defined as one which is not offered for transfer credit. However, many courses listed as terminal may be accepted as transfer credit if the instructor meets the regular junior college standard. Terminal courses are designed primarily to meet the special educational needs of the young people who live in the territory of the junior college.

In April an informal conference was held at Iowa State College to discuss the content of terminal courses in agriculture, home economics, and shop. Dr. Barton Morgan, head of the Vocations Department, conducted the meeting. He had asked the heads of these departments or representatives from the de-

partments to be present. A very profitable discussion was held. Committees will be appointed to assist anyone interested in such courses.

Some of the junior colleges the past year have offered short courses in aviation. These courses were under the direct control of the Federal government and received Federal aid. Many other terminal courses are being considered for this year. Our hope is that every junior college administrator in the state will be alert as to the educational needs of his community and that he will have the cooperation of his board in making his junior college serve his community.

J. P. STREET,

Supervisor of Junior Colleges,

State Department of Public Instruction
Des Moines, Iowa

NATIONAL INSTITUTE

Approximately five hundred educational leaders from the 48 states assembled in Washington for four days the last week of August at the invitation of the United States Office of Education to participate in a special National Institute on Education and the War.

Outstanding addresses were made by leaders in the government representing every phase of the war effort, both military and civil. Many sessions were devoted to panel discussions and conferences on special problems of education and the war.

No detailed report of the Institute is attempted here. A summary of its outstanding features has already been mailed, in mimeographed form, to each junior college which is a member of the Association. A full report of the proceedings and copies of the principal addresses will be published by the Office of Education as soon as possible and

made available to junior colleges throughout the country. Junior college representatives at the Institute were John W. Harbeson, Pasadena Junior College, California; Arthur M. Hitch, Kemper Military School, Missouri; C. C. Colvert, Northeast Junior College, Louisiana; John E. Gray, Lamar Junior College, Texas; Theodore H. Wilson, University of Baltimore Junior College, Maryland; George W. Lloyd, Mount Vernon Seminary, Washington, D. C.; Jesse P. Bogue, Green Mountain Junior College, Vermont; Richard P. Saunders, New London Junior College, Connecticut; and Walter C. Eells, Executive Secretary, Washington, D. C.

JUNIOR COLLEGE AVIATION

Distinct tribute to the work of the junior colleges is contained in a letter to the Executive Secretary of the Association from the director of the Civilian Pilot Training Program. Robert H. Hinckley writes as follows:

The junior colleges have played a large part in the success of the Civilian Pilot Training Program and it is hoped that those institutions having suitable facilities will be able to participate in the aviation technicians training program.

NATIONAL PARK DISCONTINUES

The extensive buildings and grounds of National Park College at Forest Glen, Maryland, a suburb of Washington have been taken over by the War Department to be used hereafter as a branch of Walter Reed hospital. It is expected that a thousand patients can be accommodated. National Park was organized in 1894 as The Glen School but the name was soon changed to National Park Seminary. It was organized as a junior college in 1912. The name was changed to National Park College in 1937 under the presidency of Roy T.

Davis. Announcement of the decision of the War Department to utilize the plant under wartime emergency powers was not made until the last of August necessitating marked and difficult rearrangement of plans on the part of the 60 members of the faculty and almost 400 students who were ready to begin work early in September. President Davis has made no decision regarding his own future plans. In a letter to his students he wrote:

I deeply regret to inform you that the United States Government has found it necessary to take title by condemnation proceedings to our entire National Park College property for the use of the United States Army as a hospital. The fact that the campus and buildings are near Walter Reed Hospital Army Medical Center makes them desirable and necessary for the use of the Government in the war emergency.

Most of the faculty have been successful in securing other positions even with the short notice possible.

COMMISSION FOR PRES. BAKER

President Dwight C. Baker of Modesto Junior College, California, has been given a leave of absence for the duration to enable him to accept a commission as Lieutenant Commander in the Navy. He was sworn in August 25 at San Francisco where he will be stationed for the present in the office of Naval Officer Procurement. His duties will include travel to the colleges and universities of the western states in connection with the V-1 and other college naval reserve programs. During President Baker's absence in the national service his duties will be taken over by Dr. Charles D. Yates, Vice-President and Director of Guidance, at Modesto.

R.O.T.C. UNITS

College R.O.T.C. units have been established this fall in Northeast Junior

College and John McNeese Junior College, Louisiana. This action has been possible because these two institutions are technically branches of Louisiana State University which already had an R.O.T.C. unit. The War Department will not establish new units of the R.O.T.C. in independently controlled junior colleges.

GELLERMAN IN SERVICE

J. E. Gellerman, a reserve officer in the cavalry, dean of National University Junior College, has been called into active service for the duration. His place has been filled temporarily by the appointment of Frank Smith.

MODESTO ENROLLMENT

Modesto Junior College, California, reports an enrollment of approximately 2,000 students in night and defense shop and business and other wartime short courses. In addition there is an enrollment of 600 in the regular day classes.

HIGHLAND PARK ACTIVITIES

Highland Park Junior College, Michigan, gearing itself for war, has engaged in many wartime activities including pre-induction military training, aeronautics courses, civilian pilot training, rifle program, Red Cross training (first aid, knitting, sewing), air raid patrols, publicity concerning blood donors, sale of defense stamps, U. S. O. dances, information center, victory book campaign, naval V-1 program, and army aviation cadet program. Proposed for the current year are correlation of the curriculum with the war effort, elimination of activities of doubtful importance, continuance of activities considered worthy, and emphasis on morale building.

ENGLAND TO LONG BEACH

From the shores of an England at war to the Long Beach Junior College campus, California, has come 18-year-old Sheila Van Den Corput with the ambition of becoming a bomber ferry pilot. She has been attending the junior college since the beginning of the spring semester. Upon outbreak of the war in England, she quit school and became a member of the Women's Auxiliary Air Force, serving in the communications division. In October, 1940, she was granted leave to come to the United States where she immediately began service with the Fourth Interceptor Command. She is now studying at the junior college to master the requirements to enter the Ferry Command.

NEW MEXICO GRADS SERVE

A third roll of graduates of New Mexico Military Institute who have been called to active duty with the armed forces in recent months has been published by the Institute. The roll names 256 young men in almost every branch of the armed forces. Many have seen service abroad already—in China, in Belgium, in the Philippines. Eight have lost their lives fighting for the cause of democracy in these countries.

WEBER'S WAR EFFORT

Fifteen committees of students and faculty are at work on war problems at Weber College, Utah. Each committee is a fact-finding committee, gathering reliable information for reports on the particular problem assigned to it. Some of these problems involve acceleration without lowering standards, participation of faculty members in off-campus activities without interfering with school time, reorientation of courses to give

special emphasis to war needs, and the problem of enlistment versus employment and a college career.

SUSPENDED FOR ONE YEAR

Bethel Woman's College, Kentucky, has suspended operations for one year on account of emergency conditions resulting from the war.

OPENING DELAYED

After polling members of its sophomore and entering classes, Vermont Junior College opened its one-hundred-ninth year Sept. 28, instead of Sept. 14. The students voted by a large majority for the later date, to enable those employed in defense jobs to continue longer at work before returning to college. Time lost will be made up during the college year by shortening vacation periods.

AIRPLANE MODELS

At San Antonio Junior College, Texas, one class room has been furnished with a full size Cub plane and 50 plane models for the 40 pilots training in the Civilian Pilot Training class.

LINCOLN HARVEST RECESS

As part of its plan for all-out patriotic service, Lincoln College, Illinois, opened earlier this fall (August 31) and is planning a "harvest recess" for the first two weeks in October. At this time the students and some of the faculty will be busy helping with the enormous corn crop in Central Illinois.

Because of this cooperation of the college with the farmers, some students will be able to attend college this fall who otherwise would have to remain at home. Central Illinois farms are largely

mechanized, but tractors, corn harvesting machines, etc. have to have someone to take care of them. Central Illinois farmers were loud in their praise of the college this spring when the accelerated program allowed college men and women to finish their college year in time to help with the spring planting.

Many of the students at Lincoln College live on farms. Even the city boys and girls, however, are needed this year to help harvest this first war-crop. The faculty of the college are planning again to accelerate the program so that students will be out at the end of the first week in May when they will be needed to put in the 1943 crop. It is felt in this corn area that one of the most patriotic things the college can do is to adapt its program so as to make college students useful in this great battle for food. The planting and harvesting periods are not long and the students can get back to classes so as not to lose much academic time.

INDUCTED INTO ARMY

Charles Haines, president of Pueblo Junior College, Colorado, was inducted into the regular army of the United States at the end of the last academic year.

ADJUSTMENT TO WAR

The School of Design in Chicago has adjusted its program to war. It has been able to develop a number of war designs and substitutes for priority materials. It has given consideration in its curriculum to opportunities for women created by the war needs, such as blue-print reading, mechanical drawing, inspection, etc. It has also introduced courses in model airplane building, plastics and dress design, motion picture

war display, and will continue its very successful course in camouflage in which the principles of camouflage, military as well as industrial, are taught.

PHOENIX REGISTRAR IN AAF

C. F. Riggins, registrar of Phoenix Junior College, Arizona, has been given leave of absence to enter the U. S. Army Air Force. His place has been taken by C. M. Burton.

RADIO TRAINING

A cooperative arrangement between the NYA and the Navy is being worked out whereby radio technicians will be trained at the Southern Branch of the University of Idaho.

PAUL SMITH'S COLLEGE

Opening of Paul Smith's College, New York, which has been planned for this fall as a junior college with special emphasis on appropriate terminal curricula, has been postponed for the duration. Instead the plant is being utilized for a Radio Training School under the auspices of the State Department of Education to prepare enlisted reservists and civil service employees for Signal Corps work in connection with the army. Present enrollment is 360. Earl C. MacArthur, president-elect of "Paul Smith's College" is acting as principal of "Paul Smith's Signal Corps Training School."

DOOLITTLE HERO

A former student of Los Angeles City College, California, was one of the airmen accompanying Brigadier General James Doolittle in the bombing of Tokyo last spring. He is Ted W. Lawson, lieutenant in the U. S. Army Air Corps.

Reports and Discussion

CALIFORNIA HONOR SOCIETY

The spring of 1942 marked the twentieth anniversary of the inception of the idea of a federation of scholarship societies for the junior colleges of California. The plan was proposed in 1922 by Dean W. T. Boyce of Fullerton Junior College, and the next year a constitution for the society was adopted by the Junior College Principal's Convention. The society was named Alpha Gamma Sigma.

The society has grown from its original eight charter chapters to the present total of 26. Last year the society incorporated under the laws of California. The principals or deans of the member junior colleges appoint chapter advisers who constitute the governing board of the state organization. They meet semi-annually to discuss policies and plans for the society and to elect executive officers. Once a year there is a convention of student and faculty representatives meeting in rotation in the northern, central, and southern parts of the state.

Students earn temporary membership on a semester-to-semester basis. Permanent membership is attained only upon graduation by those students who have been elected to at least three semesters of temporary membership, and in addition have a grade point ratio of 2.30 or above and are selected by a faculty committee from the standpoint of character, service, and leadership. The total number so elected may not exceed 10 per cent of the graduating class. Each June the state organization makes two honor awards of fifty dollars each to the woman and the man who rank

highest among these permanent members. The colleges and universities of California annually offer approximately \$3500 worth of scholarships to Alpha Gamma Sigma to award to its outstanding members. This fact indicates the respect which the junior college scholarship society has won for itself in its first twenty years.

MILDRED WELLBORN,
Vice-president

Alpha Gamma Sigma
Pasadena Junior College
Pasadena, California

NORTHERN CALIFORNIA MEET

The Northern California Junior College Association held its spring meeting at San Francisco Junior College with 176 junior college representatives present. The "junior college and the war" was the topic that occupied the attention of every session. Four main addresses were heard from the following speakers: Sergeant C. S. Greenwell, U. S. Army Recruiting Service; Ensign F. L. Wyatt, U. S. Navy Recruiting Service; Lloyd Luckmann of San Francisco Junior College; and Frank W. Hart, professor of education at the University of California who is also consultant for the C.A.A. in California, Arizona, and Nevada.

Sergeant Greenwell's address emphasized the immediate need for full awareness of the war and its implications to every individual. Ensign Wyatt stressed the importance of developing leaders through continued education in the V-1 program in order to provide officers for the future. Mr. Luckmann, presenting findings from a recent survey, called at-

tention to the importance of facing changing conditions in the junior colleges, enrollment figures, changes in the curricula, and the implications for the future of the junior college both during and after the war. Dr. Hart stressed that mastery of the air is essential to victory and that such mastery will require vastly greater air power, both in men and planes, than we now have or have as yet contemplated. Believing that the need for air supremacy will not end or even decline with conclusion of the war, he asked instructors to do their part in "air-conditioning" America.

William E. Kratt of Menlo Junior College, president of the Northern California Junior College Association, was in charge of the meeting.

TEXAS CREDO*

The Junior College Conference-Laboratory submits this credo for American junior colleges:

The junior college is, as it was first designed to be, the people's college. It therefore has as its basic and primary function the meeting of the educational needs of its constituency.

Curricula

In order to meet these needs the junior college should offer curricula designed for these specific purposes:

1. General education designed to develop the knowledge, attitudes, insights, and appreciations requisite to meeting the problems of American citizenship.
2. The vocational training necessary to equip to earn a living those students who terminate their education at the junior college level.
3. A thorough preparation for those students who will continue their education in a higher institution.
4. Courses that will enable the adults of the community to meet better the requirements of *real* citizenship.

*Text of a statement prepared by a special committee (B. E. Masters, Kilgore Junior College, chairman) of the University of Texas Conference-Laboratory and adopted, after full discussion and resultant modification, by unanimous vote of the group in attendance.

Instruction

The junior college should be known for its effective instruction, rather than for extensive contributions to research. Therefore the importance of thoroughly qualified instructors and administrators is recognized as paramount. This Conference recommends that the University of Texas, in cooperation with the State Department of Education, proceed to develop a systematic program of specific training for junior college instructors and administrators. We recommend that each junior college instructor and administrator be trained in the fields of (a) the general philosophy of the junior college, (b) its specific methods of instruction and administration, and (c) its special problems and opportunities with respect to student guidance and personnel service. It is further recommended that (a) instructors and administrators entering upon junior college work be required to present evidence of special preparation in the junior college field of at least six semester hours credit within twelve months, (b) that instructors and administrators who have been engaged in this service for less than five years complete similar courses in the junior college field, and (c) that local college boards adopt the general policy of requiring staff members to complete an additional six semester hours during each three years of service.

Recognizing the growing need for trained junior college instructors and administrators and recognizing the fact that the University of Texas is in a strategic position to meet this need in Texas and the Southwest, this Conference respectfully urges President Rainey and Dean Pittinger to consider the employment of a professor for this service, thereby continuing and enlarging upon the service so long ably rendered by Dr. Frederick Eby.

Guidance and Personnel Service

It is recommended that all instructors and administrators in junior colleges adopt the "personnel point of view" and make systematic provisions for student guidance and personnel service, including an adequate follow-up program, for both vocational and transfer students.

Stabilization of Teaching

Administrators should encourage the stabilization of the profession of teaching at the junior college level by employing successful junior college teachers who, for any reason, are available, in preference to teachers who have had experience only at other levels.

Associate in Arts Degree

This Conference goes on record as opposing the granting of the baccalaureate degree at the completion of the two years of junior college. It recommends instead that junior colleges grant the distinctive title or degree Associate in Arts.

Financial Accounting

To clarify the financial status of the junior college, it is recommended that the junior colleges, in cooperation with the State Department of Education, adopt a uniform system of budgetary control and financial accounting, and that special consideration be given to the plan of financial accounting in preparation by the American Association of Junior Colleges.

Student Accounting

Recognizing the vital importance of a proper system of student accounting, the Conference urges the adoption of a flexible plan based upon the information necessary for the State Department of Education, the accrediting associations, and local needs. It is recommended that a committee be appointed to work on this problem.

State Aid

The demonstrated results of the State financial aid to junior colleges evidenced by increased offerings in terminal education and substantial reductions in tuition charges prove the wisdom of the Texas Legislature in making this allocation of funds for public junior colleges. The interest manifested by public-spirited citizens of Texas and of citizens of other states indicates that the example of Texas in this respect may well have a profound and far-reaching influence not only in Texas but throughout the Southwest.

American Association of Junior Colleges

This Conference Group realizes and appreciates the privilege which it has enjoyed of having the instruction and guidance of Dr. W. C. Eells, Secretary of the American Association of Junior Colleges. It desires to record its gratitude and appreciation for his service to the junior college movement throughout the nation. Further, the Conference urges that all junior colleges affiliate with the American Association of Junior Colleges in order that this organization may continue to extend its services. This Conference Group calls attention to the fact that instructors in accredited junior colleges are now eligible for membership in the American Association of University Professors.

Dr. Frederick Eby

Beyond question, the "father of the junior college movement in Texas" is Dr. Frederick Eby. Not only has his influence been the guiding force in Texas, but his vital influence in the junior college field is recognized throughout the nation. To him, to the University of Texas, and to the General Education Board this Conference gratefully acknowledges its indebtedness for the Junior College Conference-Laboratory of

1942. This Conference has been the most stimulating junior college meeting ever held in Texas.

It is respectfully recommended that the conference be made an annual event, and that in connection with it a special group conference of three or four days' duration be held during the first summer session to which public-spirited citizens and educators in general may be invited.

NATIONAL POLICY NEEDED

In my last report to the Armstrong Junior College Commission, I commented on the necessity for some changes in the use by the government of the American colleges in wartime. It seems to me that if the colleges are to function properly when the draft age is lowered to 18 years, the government must designate the percentage of high school graduates who will be permitted to attend college and train themselves for commissions and special services. And unless some plan for financing a 12-months speed-up program is devised, a high percentage of our high school graduates are going to accept fairly well-paying but rather minor jobs. Their contribution to the war effort will certainly be a great deal less than it would be if they took college training and prepared themselves for more difficult tasks. As our high school graduates owe so much more to their country than the average citizen, it seems to me that a very high percentage of them should be required by the War Manpower Commission to attend college so that we would have a sufficient supply of men and women to fill the jobs in industry and military services which require such training. The average American would be perfectly willing to do his part in this respect, but the government has not

offered counsel. I have recently returned from a visit to several Southern colleges and universities and without exception the administrators with whom I talked believe that job opportunities and voluntary enlistment in the armed services are interfering more with adequate educational training of our youth than is the Selective Service. The War Manpower Commission or some other agency should make certain that the jobs these youths are undertaking are of more service to the nation in this critical hour than college training. It seems to me that college administrators fear that there is a likelihood that we may lose the war because of inadequately trained personnel.

J. THOMAS ASKEW,
President

Armstrong Junior College
Savannah, Georgia

DOCTORAL DISSERTATIONS

Sixteen dissertations in the junior college field are included in Carter V. Good's annual compilation of "Doctors' Theses Under Way in Education, 1941-1942" published in the *Journal of Educational Research* for January 1942. The entire list includes 675 titles.

For the junior college field, following are the names of authors, titles of dissertations, the institution at which the work is being done, and the name of the sponsoring professor.

Anderson, Vernon E., "Terminal Education in the Junior College." University of Colorado. Professor Douglass.

Blanchet, W. W. E., "A Basis for the Selection of Course Content in Survey Courses in the Natural Sciences at the Junior College Level." University of Michigan. Professor Curtis.

Brooks, Lyman S., "Relations of the Socio-Economic Background, Ability, School Achievement, and Curricular Preparation of Negro Junior-College and Senior-High School Students to Their Persistence in School, Occupational Choices, and After-School Em-

ployment." University of Michigan. Professor Curtis.

Collyer, Gilbert A., "A Study of Relationship between the Knowledge and Attitudes of High School, Junior College, and College Students in the Field of Contemporary Economic, Social, and Political Affairs." Stanford University. Professor Eurich.

deGirolamo, Harry J., "A Study of the Present Status of the Physical Education and Health Program in the Junior Colleges," New York University. Professor Myers.

Gillingham, Robert Cameron, "Analysis of the Economics Course on the Junior College Level." University of Southern California. Professor Weersing.

Jenkins, H. E., "The Organization and Administration of Pupil Personnel Work in Junior Colleges." University of Texas. Professor Ayer.

Kibby, Leo Paul, "Ventura Junior College Students: Community Guidance and Counseling." University of Southern California. Professor Lefever.

Kitch, Loran Woodworth, "Evaluation of Guidance Programs in Junior College." University of Southern California. Professor Lefever.

Lichty, Elden A., "Some Possibilities in Terminal Education in the Public Junior Colleges in Iowa." University of Missouri. Professor Capps.

McCune, Edward H., "The Social Composition of Students in Municipal Junior Colleges in Oklahoma." Peabody College. Professor Cooke.

Moody, Wayland P., "A Study of the Financing of Public Junior Colleges in Texas." University of Texas. Professor Ayer.

Simms, Charles W., "The Constitutional, Legislative, and Judicial Status of the Public Junior College." Peabody College, Professor Cooke.

Todd, Lindsey, "The Social Composition of Students in State Junior Colleges." Peabody College, Professor Roemer.

Wetzler, Will, "The Organization and Administration of the Public Junior Colleges of Texas." University of Texas. Professor Eby.

Wurtzel, Laura, "Survey of Orientation and Guidance Procedures in Junior Colleges." University of Nebraska. Professor Rosenlof.

PETROLEUM ENGINEERING

Work of the cooperative type in the field of petroleum technology at Kilgore Junior College, Texas, is described in a new volume published by the American Institute of Mining and Metallurgical Engineers, *The Development of Mineral Industry Education in the United States*.

The following extract will be of interest to many junior college executives:

The latest development in the vocational field is the work being offered by Kilgore College, Texas. This is a public junior college, established in 1935 as a part of the Texas public school system. Early in 1940 the authorities made a survey of the region (it is in the East Texas oil field) to ascertain what could be done to render more effective educational service in its territory. The conclusion was reached that there were a number of high school graduates who were not in a position to continue their education, but were also too young and inexperienced to obtain employment. After interviews with some two hundred employers in the district, a co-operative arrangement with the Trade and Industry Division of the Texas Board for Vocational Education was devised. The plan provides for high school graduates between the ages of 18 and 25 to receive instruction in the morning and to work a minimum of 20 hours per week at some occupation in the petroleum or related industries. Two men are to work with such students, one to give the instruction in the school germane to the work the student is doing at other times, and the second to work with employers so as to plan school work to supplement the employment. Both of these men are experienced in the petroleum industry. The wages paid by the employer during the training period will be nominal and at least 20 hours a week of employment will be provided. An advisory committee and craft committees have been created to supervise this work. It will be necessary to wait until this arrangement has been in operation for a reasonable time before attempting to assess its merits, but it is a most commendable educational experiment.

ABOUT THE MONOGRAPHS

A comprehensive and authoritative picture of junior college education in the 600 junior colleges of the country is provided in three terminal education monographs which have recently been issued under sponsorship of the Commission on Junior College Terminal Education by the American Association of Junior Colleges.—*Phi Delta Kappan*.

There can be no doubt that these . . . constitute the latest, most extensive, and most authentic documents which we have today in the field of terminal education on the junior college level. . . . All in all, they are essential to a well-rounded appreciation of the meaning of terminal education in our present junior colleges.—J. Anthony Humphreys, in *Journal of the American Association of Collegiate Registrars*.

Junior College Music

Esther Goetz Gilliland, *Editor*
Woodrow Wilson Junior College, Chicago

MUSIC IN THE WAR PROGRAM

At a time when many thousands of our men are being enrolled in the armed forces of the nation, and when those of us who are still in civilian ranks are asking, "What can *we* do to help in the war program?"; that same question comes to us who are entrusted with the musical experience of the young people in our schools and colleges. What can *we* do—in the junior colleges—to make our music more vital?

Perhaps we should ask ourselves what are some of the desirable characteristics and emotions which we wish to achieve among the people, and then see what music can do to attain these ends. May I name a few things which we all feel we should have in our American way of life? We think of unity, cooperation, democratic participation, good-will, a sense of humor, inner satisfaction. We should have these not only during the war but for all time. Now, how can we make our music program contribute to these ends?

Of course, we have been trying to do this all along; that is the real mission of music. And there is no doubt that music education has done and is continuing to do a fine job. Certainly we do not wish to reduce our music program. Perhaps all we need to do is to take a good, square look at our program and then continue it and intensify it with whatever modifications and additions may seem desirable. It will not be necessary to indulge in noisy and fanatic patriotism or unnecessary flag-waving, although occasional touches of showmanship or symbolism or pageantry

help to intensify the emotions and keep the inner fires alight.

At one of our convocations last spring, following the singing of the National Anthem the audience remained standing while a soloist sang Malotte's "Pledge to the Flag." As he began to sing a spot-light was thrown on the flag on the stage and kept there until the end. At least one person remarked afterwards that the spot-light was a little superfluous, but many thought it was very effective. Possibly the best attitude to take is to realize that there is a job to be done and to lighten the work with song, by spreading music far and wide.

Getting down to definite and practical things, I should like to mention a few ways in which I feel we might vitalize our junior college music work to meet the present emergency. Let us remember constantly that we are *all* in this war, and if music is to be a help to us it must somehow reach all our students and all our people. First, a few thoughts on the content and use of some of the regular curricular courses in appreciation.

Appreciation courses could be more vital and might attract more students if they included more consideration of contemporary music—not only serious music, but popular, patriotic and film music as well. Current events—the things of today—are the things of supreme interest to most people. There would be no harm in studying some of the current popular music and performance of well-known dance bands, with the purpose of comparing and evaluating the music and the performances as

far as possible. (Maybe our students could tell us something about dance bands!) The same discriminating study could be applied to the host of so-called patriotic songs with which we are flooded, in an effort to find some that have real worth. And the use of background music for films has today become a real art. In addition to regular curricular Appreciation classes a weekly "Listening Hour" open to all students and faculty has been functioning successfully for two or three years in our own junior college.

In our thinking about music we need perspective and a sense of its relation to particular peoples, conditions and times. It might not be a bad idea to include a unit on the history of American life and manners as reflected in popular music, after the manner of Dr. Sigmund Spaeth. Or it might take the form of a survey course, with a sampling of all types of American music—serious composers, early and later virtuosi, musical pioneers, opera, present-day composers and artists, folk music, minstrel shows, musical comedy, church and religious music and many others.

Turning our attention to other activities, I should like to mention:

1. *General singing.* There should be general singing whenever and wherever possible—at convocations, assemblies, club meetings, dinners and wherever groups of people get together. At Virginia Junior College we have had frequent convocation "sings." We do not confine ourselves to patriotic and national songs or to folk songs or to any one type. We try to have variety and to keep a good balance between fun and sentiment, the hit of the moment and patriotic fervor. A typical "sing" might include one or two patriotic songs, a familiar Stephen Foster song or something like "Carry Me Back to Old

Virginny," a top-ranking hit parade song, a new catchy tune like "Let's Remember Pearl Harbor," a Latin-American song, a jolly round and a good hymn like "Faith of Our Fathers." We keep a suggestion box at a convenient place in which students are invited to place their choices of songs, and we always use at least one of these songs which has received the greatest number of requests. Incidentally, we find the use of song slides with the words and music, or words only, projected on a screen, to be most satisfactory.

At every "sing" at least one song is done with the assistance of a student soloist, who sings a verse between two choruses, a separate chorus or certain lines of the song, while the audience contributes the rest. Occasionally an instrumental obbligato is used—a violin with "Intermezzo," a trumpet with "Til Reveille" or a flute and an oboe with "Shepherd Serenade." On one occasion last fall we used the "V for Victory" song. The male voice section of the college choir introduced the song, with three trumpets furnishing the Morse code "V" motives, and afterwards the entire student body joined in lustily. This song has been requested a number of times since then. On another occasion the feature song was "Intermezzo." Without any announcement of what was coming the introduction was played by violin and piano, then a soprano voice sang the first strain of the song, with the violin continuing an obbligato. A girls' trio appeared and sang the middle section, then a modulation and a male quartet repeated this section. One or two more singers were added and the entire ensemble did a special arrangement of the last part of the song. This was followed by a repetition of the entire song by the audience.

2. *Music programs and concerts.* Programs and concerts, either at home or away, should, of course, be varied, stimulating and satisfying. They should be not too formal, and the audience can be asked to participate by singing at least one general song during the program. A program must be interesting and appealing, but it is not necessary to "sing down" or "play down" to an audience. Sheer beauty and fine performance will appeal. In our Choir programs this year we have had about equal response to Will Macfarlane's impressive anthem, "Open Our Eyes," and to our own special arrangement of Jerome Kern's "Ol' Man River."

3. *Community cooperation.* This, to me, is one very important phase of making our music program vital in war time. We can provide musicians for community events such as club meetings, banquets, rallies, church programs and other gatherings. We can provide song leaders for community singing. We can provide singers for church choirs. We can provide bands for parades and other outdoor events. We can help and collaborate in projects such as festivals. Recently in our community we had a part in promoting a Hymn and Choir Festival, which included all faiths and was one of the most satisfying community events ever experienced.

4. *Opera.* I should like to suggest the production of operas, by both school and community companies, as a means of employing the play-acting instinct which is in all of us, and of providing emotional satisfaction.

Will these music activities that I have mentioned, and many others that could be named, help win the war? Most decidedly. We cannot make airplanes or bullets with music, but with music we can strengthen emotional and spiritual morale. All of these things will

contribute to unity, cooperation, democratic participation, good-will, sense of humor, inner satisfaction. And since these are desirable ends not only in war-time but for all time, activities such as these should be included in every well-rounded junior college music curriculum. Perhaps one benefit from this war will be our awakening to our opportunity and responsibility of making music vital in the lives of *all* our people.

LEON F. BEERY

Virginia Junior College
Virginia, Minnesota

OCCUPATIONS IN MUSIC

Opportunities for those who would turn a hobby into a profession are described in a six-page leaflet on "Occupations in Music," recently published by Occupational Index, Inc., New York University, New York City. It covers the nature and variety of jobs in the field, earnings, training required, probable trends, other advantages and disadvantages. Best references for further reading have been selected from the dozens of books, pamphlets, and magazine articles reviewed in preparing this abstract. Written for the person who is choosing a career, it should be interesting also to teachers, counselors, parents, and professional musicians.

Although the junior college movement has had its best development in the United States, it is incipient in the leading countries throughout the world. On account of the restricted development of general college education, there are even more logical and pressing grounds for the recognition of this level of education where progressive movements in higher education are beginning, as in India and Turkey.—CARL E. SEASHORE, State University of Iowa, in *The Junior College Movement*.

Junior College World

ORTON RESIGNS

Dwayne Orton, president of Stockton Junior College, California since its organization in 1935, has resigned to become Director of Education for the International Business Machines Corporation with headquarters at Endicott, New York. President Orton was on leave of absence the greater part of the spring and early summer for war work as educational consultant to the Civil Aeronautics Administration. In this capacity he travelled more than 50,000 miles in four and a half months speaking at many colleges, universities, and state teachers associations. During the fall he will continue these activities on a part-time basis. President Orton's place at Stockton has been filled by the election of Arthur T. Bawden, chairman of the department of science at the college.

ARLINGTON HALL LIBRARY

The library of Arlington Hall Junior College, whose plant was taken over by the government for war purposes as announced in the September *Journal*, has been purchased at auction by Fairleigh Dickinson Junior College, the new institution which has been established this fall at Rutherford, New Jersey. The library, fully catalogued, consisted of more than 4,000 carefully selected volumes.

DEANS OF WOMEN OFFICER

Helen Hall Moreland, guidance associate at Stephens College, Missouri, has been elected treasurer of the National Association of Deans of Women.

DEATH OF PRESIDENT TUFTS

Edgar H. Tufts, president of Lees-McRae College, North Carolina, since its organization in 1929, died June 15, 1942 at the early age of 42. His place has been filled by the election of Dr. William Cummings Tate, since 1910 chief of staff of Grace Hospital, which is associated with Lees-McRae College, and president of the Banner Elk Bank.

JUNIOR COLLEGE CLOSES

Columbus University Junior College, Washington, D. C., was discontinued with the close of the last academic year. The college was begun in 1938 with Francis J. Mullen as dean.

DEAN AT CONNECTICUT

Clarence D. L. Ropp has been appointed Dean of Instruction at the Junior College of Connecticut. Dr. Ropp is one of the original faculty members of the junior college first appointed to its staff when the college was founded in 1928. At present he is professor of chemistry, and before his appointment as dean, was chairman of the faculty registration and program committee.

CHANGE AT EMORY

Transfer of Emory Junior College, at Valdosta, Georgia, a branch of Emory University to the campus of the main university for the duration of the war has been authorized by the board of trustees of the university. The action was decided upon as an economy move and to release the Valdosta plant for possible use by the government in its war training program.

CULVER JUNIOR COLLEGE

The Culver Educational Foundation has decided to establish this fall Culver Junior College to be operated in connection with the long established and well-known Culver Military Academy at Culver, Indiana. Charles C. Mather is director of the new junior college.

CONNECTICUT DEAN

Dr. Clarence D. L. Ropp has been appointed dean of instruction at the Junior College of Connecticut. Dr. Ropp has been a member of the faculty of the Bridgeport institution since its organization in 1928.

DUNBAR DEANSHIP

S. O. Roberts will act as dean of Dunbar Junior College, Arkansas, during the current year while Dean William H. Martin is on leave of absence under a General Education Board fellowship to study at Ohio State University. The new acting dean has an A.B. and A.M. from Brown University and has completed his course work for the doctorate at the University of Minnesota.

REORGANIZATION AT LUX

Lux Technical Institute, California, a technical junior college for women, has changed its name to Lux College and has decided to discontinue all work of high school grade in order to place more emphasis on the junior college program. Beginning this fall no student will be admitted who has not had the equivalent of a high school education. Gladys I. Trevithick has been made Director in place of Ward Austin who has resigned. The curricula provide technical junior college courses as follows: medical office assistants, dental office assistants, prenursing, retail training, arts and

crafts, clothing and millinery, and interior decoration. Lux was organized in 1908 as the result of a bequest of \$500,000 from Mrs. Miranda W. Lux.

BOISE ANNIVERSARY

In September, Boise Junior College, Idaho, celebrated the tenth anniversary of its founding. Established in 1932 by the Episcopal church, it became a public junior college in 1939, the first to be organized in Idaho under the new junior college law. September 1940 saw the college housed in a new administration building on a new campus on the banks of Boise River. The campus, formerly the city airport, contains 113 acres. Since the completion of the administration building, a gymnasium, assembly and music building, machine shop, and student union building have been erected. Eugene B. Chaffee, president since 1936, has been granted leave to serve in the Intelligence Division of the Navy in which he holds a commission. Dr. Francis D. Haines, dean of men, has been appointed acting president.

BACONE PRESIDENT

Jack Smith has been named acting president of Bacone College, Oklahoma, to succeed W. W. Dolan who has received an appointment at the University of Oklahoma.

NURSING EDUCATION

At least 41 junior colleges in 20 states are offering special programs of nursing education according to a nationwide study recently completed by the Association of Collegiate Schools of Nursing. The largest number, nine, were reported in Texas.

Some of the significant facts reported

are as follows: Offer regular programs in nursing, 8; offer program leading to diploma, 10; offer accelerated programs in nursing, 4; accelerated program under consideration, 7; teach preclinical courses, 16; teach prenursing courses, 26; cooperate with hospitals conducting nursing education or planning such co-operation, 10; planning to institute courses in nursing education, 3.

GRAND VIEW PRESIDENT

Rev. Johannes Knudsen has been chosen as new president of Grand View College, Iowa, to succeed Alfred C. Nielsen, who has resigned to become dean of Grand View Senior College.

LAMAR PRESIDENCY

John E. Gray has been selected president of Lamar College, Texas, succeeding D. W. Boitnott who has served for 18 years in the presidency and now becomes director of the division of liberal arts.

NEW YORK APPOINTMENT

John S. Allen, dean of freshmen at Colgate University, has been appointed director of the division of higher education in the New York State Department of Education. Dr. Allen secured his doctorate at New York University in 1936 his dissertation being "Criteria for the Establishment of Public Junior Colleges." He has written frequent articles concerning the need for junior colleges in New York state.

PRESIDENT FRICK RESIGNS

Thomas A. Frick, president of Hiwassee College, Tennessee, has resigned to accept a position as professor of natural science at Lincoln Memorial University, Tennessee.

HONOR SOCIETY

The Junior College of Flat River, Missouri, has installed a new honor society—Upsilon Chapter of Alpha Pi Epsilon. The purpose of Alpha Pi Epsilon is to professionalize the status of the college-trained secretary. It is the only honorary society of college standing for students in the field of commerce. The society was organized at Los Angeles City College in 1930 and was incorporated in 1933. The chapter at Flat River makes a total of four chapters for Missouri. Moberly Junior College instituted a chapter in 1937, Stephens College in 1939, and Cottey College in 1940.

RADIO PROGRAM

A program to train men and women for service in the field of radio has been introduced at Shenandoah College, Virginia. It consists of two divisions—radio engineering and radio secretarial training. The radio engineering course is sponsored by the government. Training includes basic radio theory together with advanced practical work, including radio servicing, radio operation, television, and frequency modulation. It covers all phases of radio construction, operation and maintenance, and prepares the student for the radio-telephone first-class examination. Successful applicants will be licensed by the government and will then be qualified to hold a position as engineer or operator in any radio station licensed by the Federal Communications Commission. This includes police radio, aviation radio, broadcast radio and experimental radio stations.

Secretarial training for radio work is offered by the School of Business Administration of Shenandoah College, in response to the need in all phases of

radio for secretaries and office workers with a thorough technical training. Radio's unique problems and terminology are studied as part of the course.

MORGAN HEADS DuBOIS

Roy E. Morgan, assistant to the supervisor of the Undergraduate Centers of the Pennsylvania State College, has been named administrative head of the undergraduate center at DuBois, succeeding E. W. Zoller who is on leave with the U. S. Army.

CHANDLER DIRECTOR

Marjorie Aldrich Landon, director of St. Johnsbury Academy Summer School for Girls, Vermont, has been appointed director and dean of the Chandler Schools in Boston.

DEAN AT HILLYER

Mrs. Vachel Lindsay, headmistress at the Oxford School for Girls in Hartford, Connecticut, has been appointed dean of women at Hillyer Junior College, also in Hartford.

SALARIES IN SEVEN STATES

In a study of the salaries of 120 English instructors in public junior colleges in seven western states, George Diel found variations from \$810 to \$3,524 per year. The study was part of a master's thesis at Colorado State College of Education. Minimum, average, and maximum salaries in the different states were as follows: Arizona, \$1,800, \$2,511, \$3,524; Colorado, \$1,400, \$1,723, \$2,000; Kansas, \$810, \$1,646, \$2,450; Nebraska, \$1,441, \$1,590, \$1,750; New Mexico, \$1,400, \$2,280, \$3,000; Oklahoma, \$990, \$1,441, \$2,213; Utah, \$1,700, \$1,968, \$2,400.

ANOTHER WAR CASUALTY

The Board of Directors of Gunston Hall, Washington, D. C., at a meeting September 11 decided that because of war conditions and resultant circumstances beyond their control, the institution would suspend operations for the ensuing year. It did not, therefore, open on September 22, as scheduled. Gunston Hall was organized as a junior college in 1916. Miss Mary B. Kerr has been its principal.

JEFFERSON CITY DEAN

Walter L. Cooper, principal of Nevada (Missouri) High School, has been elected dean of Jefferson City Junior College, Missouri, taking the place of Lloyd A. Garrison, who has resigned to accept a position as senior specialist in the U. S. Office of Education, Washington, D. C.

"EXTRAORDINARY GROWTH"

The junior college is still in a state of extraordinary growth. It is broadening the scope of its services in the preparatory and preprofessional fields as well as in the terminal or semiprofessional fields.

This statement is one of eight summary statements outlining "the more important developments in the field of college education" found in the new *Biennial Survey of Education in the United States, 1938-1940*, just issued by the United States Office of Education. Four pages are devoted to discussion of the junior college movement, most of the factual information being taken from the *Junior College Directory, 1941*.

The junior college becomes of especial value during wartime because of the necessity for economy both by the citizen and the state.—Editorial in Hillsboro (Texas) *Mirror*.

From the Secretary's Desk

ANNUAL MEETING CANCELLED

At a special meeting of members of the Executive Committee and other junior college representatives attending the National Institute on Education and the War, in Washington, August 28-31, it was recommended in view of wartime conditions that plans for the annual meeting at St. Louis, March 4-6, 1943, ought to be cancelled. In lieu of a national meeting, it was suggested that plans be made in cooperation with the presidents of the six regional junior college organizations, if agreeable to them and to their executive committees, to have the regional meetings of these associations and of the national association held jointly in the fall of 1942 and the spring of 1943. The reasons for this recommendation were the increasing difficulties of transportation, the necessities for economy in time and in money, and the possibility of having the Executive Secretary carry the message of the Association to a much larger number of junior college representatives than would be able to attend a single meeting at St. Louis. It was also felt that it was more patriotic and more creditable to make the decision to cancel now rather than wait for the increasing probability that it would be made instead by the government at a later date with resultant greater difficulties of adjustment. The recommendation of the partial Executive Committee has just been ratified by mail vote of the remaining members.

Tentative arrangements are already under way with the officers of the regional associations for the cooperative arrangements suggested in the action of

the Committee. The Junior College Council of the Middle States will hold its annual meeting in New York the last of November; the Southern Association of Junior Colleges will meet in Memphis also in November; the New England Junior College Council will meet at Boston early in December. The other three regional associations, North Central, Northwestern, and California, will meet in the spring. The Executive Committee of the Association voted to arrange if possible for the Executive Secretary to attend each of the six regional meetings. President Harbeson will prepare a special message to be presented at the meetings which he cannot attend in person.

WARTIME COMMITTEE

The Association's Committee on National Defense, renamed the Committee on Wartime Activities, has been enlarged by the appointment to it of the presidents of the six regional junior college organizations, *ex-officiis*. This announcement was made by President Harbeson at the special meeting of the Executive Committee held at Washington August 29. During the past year the ten members of Executive Committee, under the chairmanship of President Harbeson, have constituted the members of the Committee on Defense. The six new members of the committee, just appointed by President Harbeson, are as follows: Roy M. Hayes, Ricker Junior College, Maine; Theodore H. Wilson, University of Baltimore Junior College, Maryland; J. A. Larson, Little Rock Junior College, Arkansas; Peyton Jacob, Georgia Southwestern College,

Georgia; Mrs. Gertrude Houk Fariss, St. Helen's Hall Junior College, Oregon; and Richard Werner, Salinas Junior College, California.

Association members having suggestions for desirable activities on the part of the Association are invited to write their respective regional presidents. Their addresses are given in the *Directory* on the inside back cover of this issue of the *Journal*.

BRITANNICA YEARBOOK

At the request of the editors of the 1943 *Britannica Book of the Year*, the Executive Secretary has furnished for publication a selected list of junior colleges in the United States reporting a total enrollment of more than 500 students. The number of such institutions included is 98 of which 86 are publicly controlled. Information given included name, location, year founded, chief executive, enrollment, size of faculty, and number of volumes in library.

VOLUMES IN LIBRARY

Almost a million volumes (994,095) were found in the libraries of 82 of the larger junior colleges mentioned in the preceding paragraph, according to data furnished by them for publication in the 1940 edition of *American Junior Colleges*. Doubtless the number is considerably larger today. The average number of volumes reported by these 82 junior colleges was 12,123. Distribution was as follows:

Volumes	Junior Colleges
0 - 4,999	15
5,000 - 9,999	29
10,000 - 14,999	16
15,000 - 19,999	10
20,000 - 29,999	5
30,000 - 39,999	3
40,000 - 49,999	3
50,000 - 59,999	1
	<hr/> 82

CONVOCATION ADDRESS

The Executive Secretary gave the Convocation address at Greenbrier College, West Virginia, September 16.

ENROLLMENT ESTIMATES

A probable decrease in junior college enrollment of one-fourth or one-fifth is indicated by replies from more than 200 junior colleges to a questionnaire sent out by the U. S. Office of Education in July. The questionnaire which sought information on housing facilities for the armed services was sent to all institutions of higher education. One question asked for actual enrollments about October 15, 1940 and for estimated enrollments October 15, 1942. The Executive Secretary has been permitted to summarize the replies to this question for the junior colleges which furnished the information. Replies from 119 publicly controlled junior colleges which I have just summarized indicated an attendance of 64,000 in 1940 with an estimated drop of 28 per cent this fall. Fourteen, however, estimated increases this fall. Replies from 87 privately controlled junior colleges indicated an attendance of 17,700 in 1940 with an estimated drop of 10 per cent this fall. Twenty-six, however, estimated increases. Of these, 12 were junior colleges for women, 3 for men—one a military school.

The American educational structure provides a place not only for outstanding universities, but also for the old-type four-year college, and the new-type two-year junior college. These two kinds of colleges have different and important functions, and when these functions are properly conceived they are not in competition.—W. H. COWLEY, *President*, Hamilton College.

Judging the New Books

CALIFORNIA STATE COMMITTEE OF JUNIOR COLLEGES, *A Study of Student Personnel Work and of Curriculum in California Public Junior Colleges*. California Society of Secondary Education, Berkeley, 1942. 96 pages.

In 1938 the California State Committee on Junior Colleges was organized and continued its work through conferences, committees, and questionnaire studies for three years. The principal results are summarized in the 14 chapters of this monograph. Seven chapters are devoted to studies of student personnel work carried out under the chairmanship of Grace Bird; six chapters to curriculum studies under the chairmanship of Nicholas Ricciardi and John W. Harbeson; and one chapter to the future of the junior college in California by the general chairman of the State Committee, Aubrey A. Douglass.

The greater part of the report is based upon questionnaire returns from 29 public junior colleges which participated. Unfortunately different numbers participated in the component studies so that validity and reliability are not the same. Thus the report on personnel practices represents 26 junior colleges, that on placement represents 16, and that on follow-up represents 10. A mass of valuable data, however, is presented and for the most part intelligently and constructively interpreted. Findings and recommendations based upon them should be studied by every progressive junior college educator.

Highlights of the personnel section: 16 per cent "of the official energy of the institution" is directed toward personnel practices; one third of the students graduate; 21 institutions use at

least one general psychological examination; median age of freshmen is 18 years and 10 months.

Highlights of the curriculum section: no common agreement exists as to the goals to be attained; increasing stress will be placed upon the terminal function; more than 600 vocational courses are listed by 25 junior colleges; approximately half of the students in California junior colleges are enrolled in terminal curricula as compared with about a fourth of them 15 years ago.

Recommendations of the committee for specific continuation studies on a five-year plan, both in the personnel and the curricula fields, will doubtless be deferred until after the conclusion of the war.

Many of the chapters of the monograph were published in whole or in part in various issues of the *California Journal of Secondary Education* but it is much more convenient to have them in this form for ready reference and study.

HELEN Q. STEWART, *Some Social Aspects of Residence Halls for College Women*. Professional and Technical Press, New York, 1942. 188 pages.

Anyone who has accepted the responsibility for the social direction of a college dormitory or residence hall and has turned to the library for specific suggestions for starting her program will know how nearly fruitless is the search. It need be no longer fruitless, however, with the publication of this valuable handbook. The earlier chapters contain important material on the history, theory, and objectives of college housing. The latter portion provides explicit de-

scriptions of the social programs of the leading colleges and universities and discusses the contribution made to them by social staff and student government. The volume is based upon information received from 58 colleges and personal visits of the author to 15 of them. Important appendices give copies of house rules, letters of welcome, organization diagrams, and other materials.

ROY NEWTON, *How to Improve Your Personality*. McGraw-Hill, New York, 1942. 205 pages.

The author of this very direct, concrete, and stimulating little volume is director of the student personnel bureau and dean of the Junior College Division of Ferris Institute. The emphasis throughout is on practical, workable suggestions which can be carried out by the student. The author presents information not only as to the factors which make up an interesting and attractive personality, but also more important, he points out the definite things that a young man or young woman, especially of junior college age, can do to improve his or her personality. The series of personality analyses provided in Chapter VI are especially good. The half-dozen "personality reminders" at the close of each chapter are particularly arresting. A carefully annotated and evaluated bibliography of 108 books is unusually helpful. A separate "Teachers Manual" contains many worth-while suggestions, including a separate list of supplementary books for "those taking terminal courses in junior colleges." Any junior college instructor offering a course in this field, whether it is called "Personality Improvement," "Personal Efficiency," "Psychology of Personality," or some other designation, will find this volume of definite assistance.

NEW PUBLICATIONS RECEIVED

H. H. GILES, S. P. McCUTCHEN, and A. N. ZECHIEL, *Exploring the Curriculum*. Harper & Bros., New York, 1942. 362 pages.

T. B. HABER, *A Writer's Handbook of American Usage*. Longmans, Green and Co., New York, 1942. 152 pages.

M. C. HARTLEY, *Trigonometry*. The Odyssey Press, New York, 1942. 322 pages.

ADDISON HIBBARD, editor, *Writers of the Western World*. Houghton Mifflin Co., Boston, 1942. 1,261 pages.

C. F. HOBAN, JR., *Focus on Learning*. American Council on Education, Washington, D. C., 1942, 172 pages.

KENNETH HOLLAND and F. E. HILL, *Youth in the CCC*. Prepared for the American Youth Commission, American Council on Education, Washington, D. C. 1942, 263 pages.

B. S. HOPKINS, *General Chemistry for Colleges*. D. C. Heath & Co., Boston, 1942. 758 pages.

J. E. JOHNSON, *Federal Aid for Education*, H. W. Wilson Co., New York, 1941. 286 pages.

A. M. JORDAN, *Educational Psychology*. Henry Holt and Co., New York, 1942. 597 pages.

M. P. KEOHANE, *Government in Business*. Ginn and Co., Boston, 1942. 37 pages.

A. F. KUHLMAN, editor, *The Development of University Centers in the South*. Peabody and Vanderbilt Presses, 1942. 128 pages.

L. F. H. LOWE, *French Grammar in Review*. Houghton Mifflin Co., Boston, 1942. 242 pages.

M. H. LOWELL, *College and University Library Consolidations*. Oregon State System of Higher Education, Eugene, 1942. 136 pages.

H. J. MCCORMICK, *Enriching the Physical Education Service Program in Colleges and Universities*. Teachers College, Columbia University, New York, 1942. 134 pages.

F. L. MEREDITH, *The Science of Health*. The Blakiston Company, Philadelphia, 1942. 427 pages.

M. H. MEYER and M. M. SCHWARZ, *Team Sports for Women*. W. B. Saunders Co., Philadelphia, 1942. 385 pages.

MOTION PICTURE PROJECT, *Selected Educational Motion Pictures*. American Council on Education, Washington, D. C., 1942. 372 pages.

R. L. MUNROE, *Teaching the Individual*. Columbia University Press, New York, 1942. 353 pages.

L. B. MURPHY and others, *Psychology for Individual Education*. Columbia University Press, New York, 1942. 306 pages.

W. A. NEILSON and C. J. HILL, editors, *The Complete Plays and Poems of William Shakespeare*. Houghton Mifflin Co., Cambridge, Massachusetts, 1942. 1,420 pages.

Bibliography on Junior Colleges*

4506. CHARTERS, W. W., "The ABC Degree," *Journal of Higher Education* (May 1942), 13:281-82, 286.

Editorial discussion of University of Chicago plan for A. B. degree at junior college level.

4507. CHITTENDEN, E. W., *Chairman*, "Report of the Committee on Tests," *American Mathematical Monthly* (May 1940), 47:290-301.

Includes mention of 500 tested questions for junior college mathematics.

4508. CHRISTIAN EDUCATION, "Additions to the Office Library," *Christian Education* (June 1941), 24:318.

Review of Engleman and Eells' *Literature of Junior College Education*.

4509. CHRISTY, ARTHUR E., "Inter-Cultural Relations and American Education," *Association of American Colleges Bulletin* (May 1942), 28:283-92.

Includes results from a study of some 400 junior college catalogs and replies to questionnaires from many junior colleges.

4510. COLLINS, ROBERT T., "The Instructor as a Counselor," *Bulletin for Institutions of Higher Learning of Catholic University of America* (October 1941), 4:6.

Abstract of article in *Junior College Journal*, April 1941.

4511. COTTRELL, DONALD P., "Two Important Books on the Junior College," *School and Society* (March 7, 1942), 55:274-75.

Reviews of Terminal Education monographs No. 2 and No. 3.

4512. COWLEY, W. H., "A Ninety-Year-Old Conflict Erupts Again," *Educational Record* (April 1942), 23:192-218.

A scholarly historical discussion of the

various proposals to give the bachelor's degree at an earlier level. Considers particularly the junior college implications of the proposals (pp. 214-18).

4513. COWLEY, W. H., "The War on the Colleges," *Atlantic Monthly* (June 1942), 169: 719-26.

Discussion of A. B. at the sophomore level. Considers the place of the junior college.

4514. CURRICULUM JOURNAL, "Survey of Junior College Curriculum," *Curriculum Journal* (March 1940), 11:97.

Announcement of grant and plans for study of terminal education.

4515. CURTIS, HAZEL V., "Guidance in the Middle West and in California," *California Journal of Secondary Education* (February 1942), 17:116-19.

Report of a survey "undertaken to reveal the comparative emphasis placed on this educational function by junior colleges in various parts of the country." Based upon replies received from 97 public junior colleges in six states.

4516. CURTISS, D. R., "Professional Interests of Mathematical Instructors in Junior Colleges," *American Mathematical Monthly* (April 1941), 48: 224-28.

Every junior college instructor should belong to a professional organization which should provide for his special interests and needs.

4517. DALE, EDGAR, and VERNON, NORMA, *Consumer Education: An Annotated Bibliography* (Series 1, Volume 1, No. 3), Ohio State University Bureau of Educational Research, Columbus, Ohio, April 1941, 35 pages.

Includes 68 extensively annotated entries, several concerning junior colleges, particularly Stephens College, Missouri.

4518. DAVIDGE, MRS. LUCIOUS, "Education on the Air," *Bulletin for Institutions of Higher Learning of Catholic University of America* (October 1941), 4:2.

*This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells, (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

Abstract of article in *Junior College Journal*, February 1941.

4519. DAVIS, WAYNE, "Acceleration Plans of Eastern Colleges and Junior Colleges," *News Letter for Private School and College Executives*, Boston, April 1942, pp. 1-5.
A concise, tabulated summary.
4520. DAY, EDMUND E., "Issues Confronting Higher and Professional Education," *Journal of Higher Education* (February 1942), 13:59-65.
Includes consideration of the place of the junior college.
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